DOCUMENT RESUME

ED 111 135 EC 073 509

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TITLE	The Role of the Center for Innovation in Teaching the Handicapped in Project PRIME. (Programmed Reentry into Mainstream Education.
INSTITUTION	Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.
PUB DATE	Mar 71
GRANT	OEG-0-9-242178-4143-032
NOTE	109p.
EDRS PRICE	MF-$0.76 HC-$5.70 Plus Postage
DESCRIPTORS	*Educable Mentally Handicapped; Elementary Education; *Emotionally Disturbed; Exceptional Child Research; *Learning Disabilities; Observation; Program Effectiveness; *Program Evaluation; *Regular Class Placement
IDENTIFIERS	*Project PRIME; Texas

ABSTRACT

Described is the role of the Center for Innovation in Teaching the Handicapped (CITH) in Project PRIME (Programmed Reentry into Mainstream Education), which attempted to assess the efficacy of mainstreaming for 1,035 emotionally disturbed, educable mentally retarded, and language/learning disabled Texas pupils in grades 3-5. The behavior categories of four classroom observation systems used in the project to record types of behavior management, levels of cognitive demand, amount of pupil participation, and quality of classroom climate are outlined. Details are given on the development and contents of training packages for the observation systems (which include audio and video tapes). Procedures are explained for training 528 observers, for maintaining quality control, and for assessing reliability during observer training. Appendixes include time records of CITH personnel, and the observations of a workshop trainer. (LS)

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Center for Innovation in Teaching the Handicapped

School of Education, Indiana University, Bloomington

THE ROLE OF THE CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED IN PROJECT PRIME

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THE ROLE OF

THE CENTER FOR INNOVATION IN TEACHING THE HANDICAPPED

IN PROJECT PRIME[1]

(Programmed Reentry into Mainstream Education)

M. I. Semmel
Acting Director

and

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Project PRIME Coordinator

March, 1971

Center for Innovation in Teaching the Handicapped

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Abstract

The Center for Innovation in Teaching the Handicapped developed training packages for classroom observation systems, conducted training workshops, and maintained quality control for Project PRIME (Programmed Reentry into Mainstream Education), a special education research-evaluation effort sponsored jointly by the Bureau of Education for the Handicapped (BEH), the Texas Education Agency (TEA), and the Center for Innovation in Teaching the Handicapped (CITH).

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Project PRIME was designed to evaluate Texas State Plan A, which was developed from State Senate Bill No. 230, a bill passed in 1969 and funded for the 1970-71 school year. Under Plan A, special education resources are allotted to school districts on the basis of the total number of pupils in average daily attendance (ADA) rather than on the basis of the number of identified handicapped pupils. For each 3,000 pupils in ADA, a district may receive money for 20 special education teachers, seven aides, and three supportive personnel, regardless of the actual special education population of the district. School districts determine their educational needs and develop plans for using their resources to meet these priorities.

Plan A emphasizes meeting the educational needs of the children rather than stressing their handicapping conditions. Flexibility is gained by the variety of supportive personnel from which a district may choose and by a broad program of instructional arrangements. Such arrangements include resource rooms, the use of itinerant special education teachers, and diagnostic classrooms. Because of the emphasis and flexibility of Plan A, the integration of handicapped children into regular

classrooms becomes a real possibility.

Project PRIME is observing the operation of Plan A and will evaluate the effectiveness of the individualized programs made possible through it, especially those hinging upon integration of handicapped children into regular classrooms. The primary aim of the project is to determine for whom and under what conditions integration is a viable educational alternative.

Year 1 of the project involved observation and evaluation of 23 school districts which adopted Plan A for the 1971-72 school year and 20 districts which were scheduled to begin the program during 1972-73. Six hundred and twenty classes in 153 schools participated in the study. From these classes, 1.035 handicapped children from grades three through five were randomly selected. Those chosen for the study included emotionally disturbed, educable mentally retarded, and language/learning disabled pupils, all of whom were previously placed in segregated special classrooms. One thousand and sixty-six non-handicapped contrast pupils were also studied.

During the first year of the project, descriptive data on variables were collected, including data relating to the student, his family, his teachers, the classroom, the school, the school district, and the community. Achievement testing was administered early in the school year and again at the end of the year. A battery of affective and sociometric instruments developed by Agard and Harrison of the Austin Project PRIME staff also was administered to experimental and control pupils, their peers, and their teachers.

Classroom Observation Systems

In order to examine the relationships between actual approaches and techniques used in the classroom and the observed changes in pupils' achievement, observation instruments for recording four aspects of classroom interaction--types of behavior management, levels of cognitive demand, amount of pupil participation, and quality of classroom climate--were used. These systems were the Indiana Behavior Management System II (Fink & Semmel, 1971), the Individual Cognitive Demand Schedule (Lynch & Ames, 1971), the Indiana Pupil Participation Schedule (Semmel & Myers, 1971), and the Florida Climate and Control System (Soar, Soar, & Ragosta, 1971).

The Indiana Behavior Management System II (IBMS II) records on-task and off-task pupil behavior. If the child is off-task, the system identifies the nature of that behavior. Simultaneously tracking teacher behavior, the system indicates whether the teacher is on-task or engaged in a specific control behavior.

TABLE 1

CATEGORIES OF THE

INDIANA BEHAVIOR MANAGEMENT SYSTEM II (IBMS II)

Pupil Categories	
Behavior	Description
Task Behavior	
1. Task	Pupil's head and eyes are oriented towards persons or objects related to the lesson or lesson instructions. "Lesson" is defined by the teacher.

TABLE 1 (continued)

Off-Task Behavior	
1. Self-involvement	Student is "alone" and quiet. No verbal or physical interaction with others, e.g., staring, daydreaming, playing with self or other objects, muttering to self, wandering around by himself, sleeping.
2. Noise	Verbal and physical behavior which is noncommunicative and disruptive, e.g., slamming a desk, tapping feet, whistling, clapping, singing, etc., when not an integral part of the task.
3. Verbal interaction	Talking when not supposed to; not aggressive, e.g., interrupting teacher or another student when inappropriate.
4. Physical interaction	Non-verbal interactions that are not aggressive: playing a game, passing notes, touching someone else.
5. Verbal aggression	Insulting, abusive, angry statements directed to peers and/or teacher.
6. Physical aggression	Physical attack: punching, hitting, spitting, throwing something at someone--directed to peers and/or teacher.
7. Verbal resistance	Verbal refusal to carry out teacher's directions--either to do a particular task or to stop misbehaving. This only occurs during an interaction with the teacher.
8. Physical resistance	Physical refusal to cooperate with teacher directions. May include verbal responses, continues misbehavior, sits silently refusing to follow directions, uses physical force to resist teacher. This only occurs during an interaction with teacher.

TABLE 1 (continued)

Teacher Categories	
Behavior	**Description**
Task Behavior	
1. Task	Any teacher behavior related to lesson, whether social or academic. In general, this includes all teacher behavior which has not been initiated by a pupil off-task behavior.
Off-Task Behavior	
1. Demand	Direct verbal commands to "cease and desist" in firm, authoritative tone. No pupil response expected, e.g., "Be quiet."
2. Value Law	Teacher explicitly reminds pupil of the established rules of behavior in the classroom by describing or referring to a norm of behavior: e.g., "You know we raise our hands when we wish to speak."
3. Conditioned Stimulus	A "signal" for the pupil to stop misbehaving; short phrases and gestures like "O.K.," calling the pupil's name, "Sh," pauses, stares.
4. Criticism-Demeaning	Psychological degradation of pupil with verbal attack, criticism, or sarcasm, e.g., "I suppose you think you're being clever!"
5. Punishment	A direct verbal or physical application of negative sanctions, including loss of privileges and restrictions on pupil freedoms.
6. Empathy-Sympathetic	Teacher expression of his understanding of the pupil's feelings.

TABLE 1 (continued)

7. Interpretive	Teacher statements which explain the reason for a pupil's misbehavior, e.g., "You're not paying attention because you didn't get enough sleep last night."
8. Humor	Teacher efforts to reduce tension and control pupil behavior by means of jokes, clowning, asides, etc. No intent to criticize pupil.
9. Consequences	Verbal statements stating or implying consequences to behavior. Incentives, rewards, or promises are positive consequences (Q+); threats are negative consequences (Q-).
10. Redirection	Teacher subtle use of "task" to control behavior; a positive refocus of attention without reference to the misbehavior. Verbal or physical, but not punitive; e.g., "Will you read the next paragraph, John?", "Will you and George change seats for today?"
11. Probing	Teacher questions to find out (or get the pupil to think about) the reason for his misbehavior. The teacher expects the pupil to answer.

The Individual Cognitive Demand Schedule (ICDS) is an observational instrument used in coding different types of intellectual activities created by a teacher during classroom discussions. Communications are classified into categories of "cognitive demand." These categories are arranged in order of their apparent complexity or difficulty. In addition, the observer records the kind of response, or feedback, which the teacher makes.

TABLE 2

CATEGORIES OF THE

INDIVIDUAL COGNITIVE DEMAND SCHEDULE (ICDS)

Summary of Teacher and Pupil Categories: Low Level Cognitive Demands

Behavior	Description
1. Habitual Responding	An activity that requires a simple, habitual, almost automatic response. This response requires little or no thinking or memory.
2. Observing-Discriminating	The child is required to notice, identify, and/or describe things which are in front of him (no memory is involved.) The child just reports what he observes without having to transform the information in any way.
3. Stringing	The child is required to make already-learned responses which form a natural sequence. Each part of the response suggests the next one to come so that the child is able to string the response without much thought: e.g., spelling, counting, reciting by rote, singing.
4. Remembering	The child is required to remember and tell something he has experienced himself or through reading. The response does not require any transformation of information--just direct recall.

Summary of Teacher and Pupil Categories: High Level Demands

Behavior	Description
5. Explaining	The child is required to pull together information and rules and explain the cause of an event. The rules used in the response are those which the child already knows and understands. He is not required to construct rules or to interpret them.

TABLE 2 (continued)

6. Defining-Classifying	The child is required to demonstrate his understanding of a concept by supplying the correct meaning of a term or by giving the correct label for a set of examples. The response may involve grouping of various objects, matching examples with different labels, giving examples of concepts, etc.
7. Applying-Comparing	The child is required to compare and/or contrast concepts and to formulate generalizations.
8. Inferring	The child is required to arrive at his own conclusions, deductions, hypotheses, or interpretations from available information. The response should involve some new discovery by the child, rather than a relation of previously learned facts.
9. Making Believe	The child is required to elaborate freely on an idea without any constraints. The response should involve free associations and personal and original outcomes.
10. Value-Judging	The child is required to judge goodness (worth, suitability, etc.) of something or to express how he feels about something. The response involves making comparisons with an explicit standard or implicit one as in the case of giving an opinion. Requiring the child to justify his judgment also belongs in this category.
11. Problem Solving	The child is confronted with a puzzling situation and is required to analyze the situation and come up with a solution.

Additional Cognitive Demands

Behavior	Description
Going Over	The child is required to present a completed assignment (or parts of it) to the class or to the teacher. This includes all tasks which the child has completed at some previous time.

TABLE 2 (continued)

Clarification	Before a teacher can make a clarification demand, the child should have responded to a previous demand. The teacher then asks the child to repeat, rephrase, or revise his previous response.

Teacher Feedback

Behavior	Description
No Feedback	The teacher does not respond to the pupil response.
Positive Feedback	The teacher "accepts" the pupil response. She can indicate that the response is correct, or she may praise the child, or she may repeat the child's response.
Negative Feedback	The teacher does not "accept" the pupil's response. She may scold the pupil for not giving an acceptable response or she may criticize the child's response, or she may indicate that the response was incorrect.
Informational Feedback	The teacher provides cues and additional information to aid the child in responding. She may direct the child's attention to some item of information, or hint at the correct answer. Sometimes she may even give the correct answer. She may explain why a response is correct or incorrect. She may add information to the response and clarify it or she may ask the child to elaborate on a previous response.

The Indiana Pupil Participation Schedule (IPPS) is a simple observation coding system designed to record the frequency of pupil participation in classroom activities by identifying the nature and number of interchanges between teacher and pupils.

TABLE 3

CATEGORIES OF THE

INDIANA PUPIL PARTICIPATION SCHEDULE (IPPS)

1. Pupil raises hand.
2. Pupil raises hand; is called on by teacher.
3. Pupil raises hand; is called on by teacher; makes response.
4. Pupil does not raise hand; is called on by teacher.
5. Pupil does not raise hand; is called on by teacher; makes a response.
6. Pupil is not called on by teacher; speaks to teacher.
7. Pupil asks a question.

The Florida Climate and Control Schedule (FLACCS) records the climate and control aspects of the classroom. Control is viewed broadly, reflecting the structure of the classroom as well as kinds of teacher control exercised and the various ways in which pupils respond to this control. Climate is viewed as the expression of both positive and negative effect by teacher and pupils.

Each subject was observed a total of seven full school days. The schedule of observations, counterbalanced across days of the week, observation systems, and observers, was developed by Semmel and Olson of CITH. In addition, it was necessary for the model to maximize the efficient use of trained coder time in situations where both the number of children being observed and distances between school sites varied drastically. This criterion was met by providing a plan which could use either a six observer or a nine observer base.

TABLE 4

OBSERVATION CODING SCHEDULE 1: SIX OBSERVERS

One, two, or three pairs of subjects/day

A = IBMS II Two Observers: A_1 & A_2
B = ICDS Two Observers: B_1 & B_2
C = FLACCS Two Observers: C_1 & C_2
* = IPPS (coded during a.m. only)

Block	Day	Pass 1--Kids						Block	Day	Pass 2--Kids					
		E_1	C_1	E_2	C_2	E_3	C_3			E_1	C_1	E_2	C_2	E_3	C_3
1	(M) 1	A_1	B_1	C_1	$*C_2$	A_2	B_2	6	(M) 21	B_1	C_1	$*A_2$	A_1	B_2	C_2
	(T) 2	B_2	C_2	$*A_1$	A_2	B_1	C_1		(T) 22	C_2	$*A_1$	A_2	B_2	C_1	$*B_1$
	(W) 3	C_1	$*A_2$	A_1	B_1	C_2	B_2		(W) 23	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2
	(Th) 4	$*B_1$	A_2	B_2	C_2	$*C_1$	A_1		(Th) 24	A_2	B_2	C_2	$*C_1$	A_1	B_1
		E_4	C_4	E_5	C_5	E_6	C_6			E_4	C_4	E_5	C_5	E_6	C_6
2	(F) 5	B_1	C_1	$*A_2$	A_1	B_2	C_2	7	(F) 25	C_1	$*A_2$	A_1	B_1	C_2	$*B_2$
	(M) 6	C_2	$*A_1$	A_2	B_2	C_1	$*B_1$		(M) 26	$*B_1$	A_2	B_2	C_2	$*C_1$	A_1
	(T) 7	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2		(T) 27	A_1	B_1	C_1	$*C_2$	A_2	B_2
	(W) 8	A_2	B_2	C_2	$*C_1$	A_1	B_1		(W) 28	B_2	C_2	$*A_1$	A_2	B_1	C_1
		E_7	C_7	E_8	C_8	E_9	C_9			E_7	C_7	E_8	C_8	E_9	C_9
3	(Th) 9	C_1	$*A_2$	A_1	B_1	C_2	$*B_2$	8	(Th) 29	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2
	(F) 10	$*B_1$	A_2	B_2	C_2	$*C_1$	A_1		(F) 30	A_2	B_2	C_2	$*C_1$	A_1	B_1
	(M) 11	A_1	B_1	C_1	$*C_2$	A_2	B_2		(M) 31	B_1	C_1	$*A_2$	A_1	B_2	C_2
	(T) 12	B_2	C_2	$*A_1$	A_2	B_1	C_1		(T) 32	C_2	$*A_1$	A_2	B_2	C_1	$*B_1$

TABLE 4 (continued)

		E_{10}	C_{10}	E_{11}	C_{11}	E_{12}	C_{12}
4	(W) 13	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2
	(Th) 14	A_2	B_2	C_2	$*C_1$	A_1	B_1
	(F) 15	B_1	C_1	$*A_2$	A_1	B_2	C_2
	(M) 16	C_2	$*A_1$	A_2	B_2	C_1	$*B_1$

		E_{10}	C_{10}	E_{11}	C_{11}	E_{12}	C_{12}
9	(W) 33	A_1	B_1	C_1	$*C_2$	A_2	B_2
	(Th) 34	B_2	C_2	$*A_1$	A_2	B_1	C_1
	(F) 35	C_1	$*A_2$	A_1	B_1	C_2	$*B_2$
	(M) 36	$*B_1$	A_2	B_2	C_2	$*C_1$	A_1

		E_{13}	C_{13}	E_{14}	C_{14}	E_{15}	C_{15}
5	(T) 17	A_1	B_1	C_1	$*C_2$	A_2	B_2
	(W) 18	B_2	C_2	$*A_1$	A_2	B_1	C_1
	(Th) 19	C_1	$*A_2$	A_1	B_1	C_2	$*B_2$
	(F) 20	$*B_1$	A_2	B_2	C_2	$*C_1$	A_1

		E_{13}	C_{13}	E_{14}	C_{14}	E_{15}	C_{15}
10	(T) 37	B_1	C_1	$*A_2$	A_1	B_2	C_2
	(W) 38	C_2	$*A_1$	A_2	B_2	C_1	$*B_1$
	(Th) 39	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2
	(F) 40	A_2	B_2	C_2	$*C_1$	A_1	B_1

TABLE 4 (Continued)

OBSERVATION CODING SCHEDULE 2: NINE OBSERVERS

A = IBMS II A_1, A_2, A_3
B = ICDS B_1, B_2, B_3
C = FLACCS C_1, C_2, C_3
* = IPPS (a.m. only)

Pass 1--Kids

Block Day		1	2	3	4	5	6	7	8	9
1	(M) 1	A_1	B_1	C_1	$*B_3$	A_2	B_2	C_2	$*C_3$	A_3
	(T) 2	B_2	C_2	$*C_1$	A_2	B_3	C_3	$*A_1$	A_3	B_1
	(W) 3	C_3	$*A_2$	A_3	B_3	C_1	$*B_2$	A_1	B_1	C_2
	(Th) 4	$*A_3$	A_1	B_1	C_1	$*B_3$	A_2	B_2	C_2	$*C_3$

Pass 2--Kids

Block Day		1	2	3	4	5	6	7	8	9
6	(M) 21	B_3	C_3	$*C_2$	A_3	B_1	C_1	$*A_2$	A_1	B_2
	(T) 22	C_1	$*A_3$	A_1	B_1	C_2	B_3	A_2	B_2	C_3
	(W) 23	$*A_1$	A_2	B_2	C_2	$*B_1$	A_3	B_3	C_3	$*C_1$
	(Th) 24	A_3	B_3	C_3	$*B_2$	A_1	B_1	C_1	$*C_2$	A_2

TABLE 4 (continued)

	10	11	12	13	14	15	16	17	18
(F) 5	B_2	C_2	*C_3	A_2	B_1	C_1	*A_3	A_1	B_3
(M) 6	C_3	*A_2	A_3	B_3	C_1	*B_2	A_1	B_1	C_2
2 (T) 7	*A_3	A_1	B_1	C_1	*B_3	A_2	B_2	C_2	*C_3
(W) 8	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1	A_1

	19	20	21	22	23	24	25	26	27
(Th) 9	C_3	*A_2	A_3	B_3	C_1	*B_2	A_1	B_1	C_2
(F) 10	*A_3	A_1	B_1	C_1	*B_3	A_2	B_2	C_2	*C_3
3 (M) 11	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1	A_1
(T) 12	B_3	C_3	*C_2	A_3	B_1	C_1	*A_2	A_1	B_2

	28	29	30	31	32	33	34	35	36
(W) 13	*A_3	A_1	B_1	C_1	*B_3	A_2	B_2	C_2	*C_3
(Th) 14	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1	A_1
4 (F) 15	B_3	C_3	*C_2	A_3	B_1	C_1	*A_2	A_1	B_2
(M) 16	C_1	*A_3	A_1	B_1	C_2	*B_3	A_2	B_2	C_3

	37	38	39	40	41	42	43	44	45
(T) 17	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1	A_1
(W) 18	B_3	C_3	*C_2	A_3	B_1	C_1	*A_2	A_1	B_2
5 (Th) 19	C_1	*A_3	A_1	B_1	C_2	*B_3	A_2	B_2	C_3
(F) 20	*A_1	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1

	10	11	12	13	14	15	16	17	18
(F) 25	C_1	*A_3	A_1	B_1	C_2	*B_3	A_2	B_2	C_3
(M) 26	*A_3	A_2	B_2	C_2	B_3	A_1	B_1	C_1	C_3
7 (T) 27	A_3	B_3	C_3	*B_2	A_1	B_1	C_1	*C_2	A_2
(W) 28	B_1	C_1	*C_3	A_1	B_2	C_2	*A_3	A_2	B_3

	19	20	21	22	23	24	25	26	27
(Th) 29	*A_1	A_2	B_2	C_2	*B_1	A_3	B_3	C_3	*C_1
(F) 30	A_3	B_3	C_3	*B_2	A_1	B_1	C_1	*C_2	A_2
8 (M) 31	B_1	C_1	*C_3	A_1	B_2	C_2	*A_3	A_2	B_3
(T) 32	C_2	*A_1	A_2	B_2	C_3	*B_1	A_3	C_3	C_1

	28	29	30	31	32	33	34	35	36
(W) 33	A_3	B_3	C_3	*B_2	A_1	B_1	C_1	*C_2	A_2
(Th) 34	B_1	C_1	*C_3	A_1	B_2	C_2	*A_3	A_2	B_3
9 (F) 35	C_2	*A_1	A_2	B_2	C_3	*B_1	A_3	B_3	C_1
(M) 36	*A_2	A_3	B_3	C_3	*B_2	A_1	B_1	C_1	*C_2

	37	38	39	40	41	42	43	44	45
(T) 37	B_1	C_1	*C_3	A_1	B_2	C_2	*A_3	A_2	B_3
(W) 38	C_2	*A_1	A_2	B_2	C_3	*B_1	A_3	B_3	C_1
10 (Th) 39	*A_2	A_3	B_3	C_3	*B_2	A_1	B_1	C_1	*C_2
(F) 40	A_1	B_1	C_1	*B_3	A_2	B_2	C_2	*C_3	A_3

Training Packages

Because of the large number of observers needed, the wide geographic distribution of the schools involved, and the number of systems used, it was necessary to develop efficient training packages for the observation systems.[2]

Under the direction of Melvyn I. Semmel, Acting Director of CITH, a special Project PRIME unit was created. The Instructional Development Laboratory (IDL), coordinated by S. Thiagarajan, assumed responsibility for the training components. Three production teams (one for each system) were then formed. A CITH Project PRIME coordinator was appointed to work with the director, the authors of the observation systems, the instructional development supervisor, and the production teams. This coordinator also worked closely with BEH representatives, the Austin, Texas, PRIME office, and National Computer Systems (NCS), which printed and machine scored instruments used in the Project. (See Table 5, p. 15)

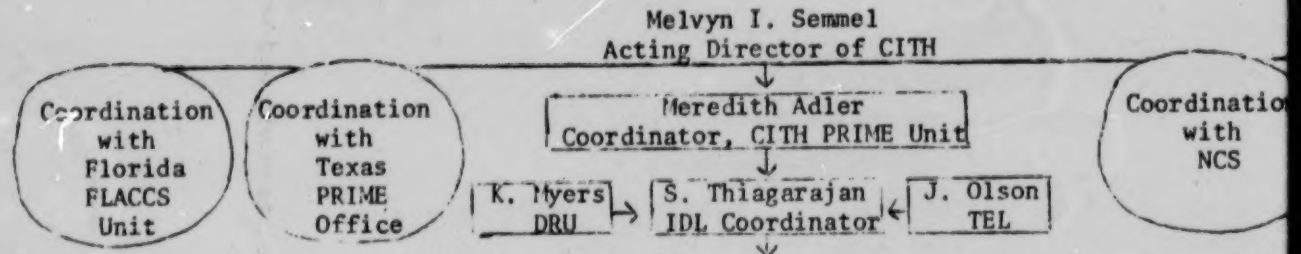
A first step in the development of the training packages was the design of machine scorable coding booklets for each system. After designing and testing a series of possibilities, a final coding pattern was agreed upon.

Included in each of these booklets, and common to all systems, is a 25 category system which records classroom data, in addition to the data specifically collected by each of the four observation systems. The

[2]Training materials for the Florida Climate and Control Schedule were developed at the Institute for Development of Human Resources, College of Education, University of Florida, and will not be discussed in this paper.

TABLE 5

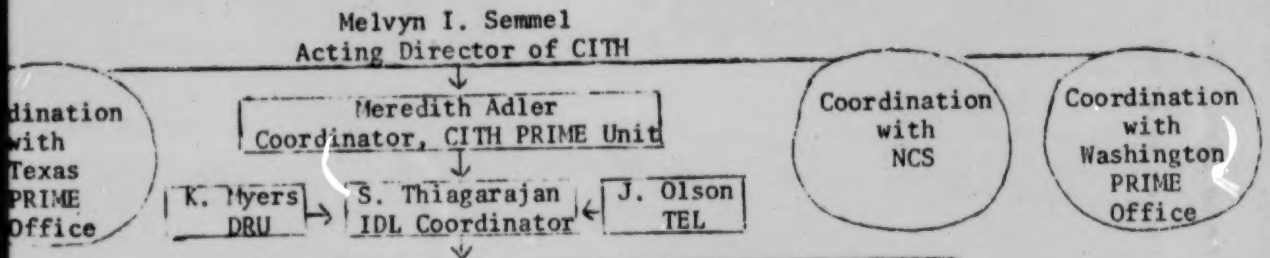
ORGANIZATION OF THE CITH PROJECT PRIME UNIT



	IBMS II	ICDS	IP
PRINTED MATERIALS	Ted Frick Ted Hasselbring Anne Briggs	S. Thiagarajan Ted Frick	Chad Sivas
AUDIO TAPES	Anne Briggs	Chris Barger S. Thiagarajan	----------
VIDEO TAPES	Anne Briggs Ted Hasselbring Ted Frick	Chris Barger Ted Frick Ted Hasselbring Anne Briggs	Chris Barg Ted Hassel Anne Brigg Ted Frick Chad Sivas
CODING BOOKLETS and STATUS DATA	S. Thiagarajan Anne Briggs Ted Frick Ted Hasselbring	S. Thiagarajan	S. Thiagar Chad Sivas

TABLE 5

ORGANIZATION OF THE CITH PROJECT PRIME UNIT



	IBMS II	ICDS	IPPS
MATERIALS	Ted Frick Ted Hasselbring Anne Briggs	S. Thiagarajan Ted Frick	Chad Sivasailam
PES	Anne Briggs	Chris Barger S. Thiagarajan	----------
PES	Anne Briggs Ted Hasselbring Ted Frick	Chris Barger Ted Frick Ted Hasselbring Anne Briggs	Chris Barger Ted Hasselbring Anne Briggs Ted Frick Chad Sivasailam
OOKLETS ATA	S. Thiagarajan Anne Briggs Ted Frick Ted Hasselbring	S. Thiagarajan	S. Thiagarajan Chad Sivasailam

Classroom Data Instruction Manual (Semmel & Hasselbring, 1971) was developed to provide instructions on coding such classroom data. The manual lists ground rules, defines terminology, and gives examples of coding.

TABLE 6

CLASSROOM DATA CATEGORIES

1. District code
2. School code
3. Teacher code
4. Experimental pupil's I.D.
5. Contrast pupil's I.D.
6. Grade
7. (For machine score use only)
8. Date
9. Select code
10. Observer number
11. Class size
12. Type of class
13. Classroom physical environment
14. Personnel in class
15. Displays in classroom
16. Time started
17. Activity
18. Position of experimental and contrast children, teacher, and observer in the classroom
19. Structure for classroom activities
20. Teacher task

TABLE 6 (continued)

21. Pupil task
22. Seating arrangement
23. Time stopped
24. Evaluation scale for teacher, content, and pupils
25. Reliability

Initial preparation was begun for the development of the components of the training packages. On the basis of a systematic task analysis, the following competencies were found to be necessary for reliable coding.

1. Identify the category to which a relevant behavior belongs.
2. Make fine discriminations between neighboring categories.
3. Code instantaneously while the behavior is occurring.
4. Disregard irrelevant behavior in the classroom.
5. Handle the recording device (e.g., coding booklet) efficiently.
6. Code with confidence in the absence of any feedback about the accuracy of the coding.

Each training package includes a programmed instruction manual, video tapes, audio tapes, a training manual which accompanies the audio-visual materials, and a self-instructional role-play unit consisting of an audio tape and four sets of role-playing cards which simulate a classroom setting.

TABLE 7

CONTENTS: ICDS TRAINING KIT

Item	Contents	Description
Observer's Training Manual	109 pages and Abridged Manual	Programmed instruction book. Introduces categories and coding rules.
ICDS Training Booklet	134 pages and 64 pages confirmation	Instructions and feedback for audiovisual materials.
Coding Booklets		Recording device for coding status data, classroom data, and ICDS codes.
Audio Tapes:		
Tape 1 Exercise 1	10 minutes	Examples of categories with immediate feedback.
Exercise 2		Discrimination of specific categories from choice of two demands, immediate feedback.
Tape 2 Exercise 3	20 minutes	Demand coding introducing use of coding booklets. Ten sets of five demands, feedback after each set.
Exercise 4		Five sets of ten demands with feedback after each set.
Exercise 5		Two sets of 25 demands, feedback after each set.
Tape 3 Exercise 6	30 minutes	Recognition and count of interchanges, interchanges identified in feedback.
Tape 4 Mother Bear A	30 minutes	Counting of interchanges. Confirmation. Tapes A & B can be used together in different lengths of segments to suit individual needs.
Tape 5 Mother Bear B	30 minutes	

TABLE 7 (continued)

Item	Contents	Description
Tape 6 Mother Bear C	30 minutes	Coding both teacher demands and pupil responses.
Tape 7 Mother Bear D	30 minutes	Coding feedback only.
Tape 8 Mother Bear E	30 minutes	Coding teacher demand, pupil response, and feedback.
Tape 9 Exercise 7	30 minutes	Teacher demand, pupil response, and feedback in simulated classroom lessons.
Tape 10 Exercise 8	30 minutes	Teacher demand, pupil response and feedback in simulated classroom lessons.
Tape 11 Exercise 9	30 minutes	Coding for the Experimental and Contrast children added.
Tape 12 Exercise 10	30 minutes	Same as above.
Role-Playing Unit: Audio Role-Playing Tape and 4 Sets of Cards	45 minutes	Teacher cards, pupil cards, and number cards. Self-instructional unit for simulation of classroom setting.
1. Practice Video Tape (3 segments)	30 minutes	
2. Practice Video Tape (3 segments)	30 minutes	
Criterion Video Tape (5 segments)	30 minutes	
Classroom Data Instruction Manual	31 pages	Lists ground rules, defines terminology, and gives examples of coding system for collection of classroom data common to all systems.
Head Cleaning Kits	cotton swabs, head cleaner for magnetic heads	Materials and instructions for cleaning magnetic heads of audiovisual equipment.

TABLE 7 (continued)

Item	Contents	Description
Data collection sheets	120	
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.
Master Scoring Sheets	20	Punched cardboard keys for facilitating rapid hand scoring of coding booklets.
Pretest:		
Either: IBMS Pretest of Coder Ability	6 pages	Test of category recall and application
Or: The Auditory Vigilance Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

TABLE 7 (Continued)

CONTENTS: IBMS II TRAINING KIT

Item	Contents	Description
Observer's Training Manual	147 pages and Abridged Manual	Programmed instruction book. Introduces categories and coding rules.
IBMS Training Booklet	113 pages	Instructions for operation of video equipment and audio-visual materials.
Coding Booklets	50 minutes	Recording device for coding status data, classroom data, and IBMS II codes.
Video Tapes:		
1. Training Tape (13 segments)	1-hour tape, played twice	Simulated classroom lesson. Each segment shows one teacher category and one pupil category. The pupil categories are coded in the first run and the teacher categories in the second run.
2. Practice Tape (7 segments)	1 hour	Practice coding of IBMS II. Simulated classroom lessons.
3. Criterion Tape	30 minutes	To be used as criterion measure for IBMS coders.
Audio Tapes:		
10 Second Beep Tapes	1 hour	Beep occurs every 10 seconds on the entire tape. For use with practice tapes. Can be used alone for training coders' internal clocks.
Audio Supplement Tapes (4)	30 minutes	Used simultaneously with training tape. Cues the trainee to code at the occurrence of the beep. Training booklet provides feedback on the category at the occurrence of the beep.

TABLE 7 (continued)

Item	Contents	Description
Role-Playing Unit: Audio Role-Playing Tape and 4 Sets of Cards	45 minutes	Teacher cards, pupil cards, and number cards. Self-instructional unit for simulation of classroom setting.
Classroom Data Instruction Manual	31 pages	Lists ground rules, defines terminology, and gives examples of coding system for collection of classroom data common to all systems.
Data Collection Sheets	120	
Head Cleaning Kit	cotton swabs, head cleaner for magnetic heads	Materials and instructions for cleaning magnetic heads of audiovisual equipment.
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.
Master Scoring Keys	20	Punched cardboard keys for facilitating rapid hand scoring of coding booklets.
Pretest:		
Either: IBMS Pretest of Coder Ability	6 pages	Test of category recall and application.
Or: The Auditory Vigilance Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

TABLE 7 (Continued)

CONTENTS: IPPS TRAINING KIT*

Item	Contents	Description
Observer's Training Manual	47 pages	Programmed instruction book. Introduces categories and coding rules.
Video Tape Sessions Booklet		Instructions for audiovisual materials.
IPPS Training Tape (5 segments)	30 minutes	Coding of simulated classroom lesson from video tapes.
Coding Booklets		Recording device for coding status data, classroom data, and IPPS codes.
Data Collection Sheets		
Data Collection Rules Observation Coding Rules	50 pages	Provides checklist of rules and procedures for coders to follow, including conduct, coding, and relay of data.
Either: IBMS Pretest of Coder Ability	6 pages	Test of category recall and application.
Or: The Auditory Vigilance Test		Audio tape and discrimination exercise of word classifications occurring within the context of the tape.

* For Project PRIME, materials for IPPS were combined with contents of individual kits for the other three systems.

TABLE 8

SATURDAY VIDEO TAPING SCHEDULE

October 30, 1971 - 8:30 a.m. to 12:30 p.m.

8:30-9:00	Equipment set-up and rehearsal for teachers
9:00-12:00	Tape IBMS Practice Tape
12:00-12:30	Evaluation

Resources
8 pupils--high school
4-6 teachers
video equipment
production room--TEL

November 6, 1971 - 8:30 a.m. to 12:30 p.m.

8:30-9:00	Equipment set-up and rehearsal for teachers
9:00-12:00	IBMS-ICDS Criterion Tape
12:00-12:30	Evaluation

Resources
10-12 pupils--elementary
4-6 teachers
video equipment
production room--TEL

November 13, 1971 - 8:30 a.m. to 12:30 p.m.

8:30-9:00	Equipment set-up and rehearsal for teachers
9:00-12:00	IBMS Teacher Training Tape
12:00-12:30	Evaluation

Resources
10-12 pupils--elementary
4-6 teachers
video equipment
production room--TEL

TABLE 8

SAMPLE VIDEO TAPING SCHEDULE

IBMS Taping Schedule Saturday, November 13, 1972 8:30 a.m.-12:30 p.m.

Time	Group	Activity	Coordinator	Teacher	Behaviors
8:30-8:45	all	Organization: Grouping, name tags, model tapes	Ted Anne	None	
8:45-8:55	1	Prepare segment 1	Anne	Judy	t T
8:55-9:05	1	Tape segment 1 Prepare segment 2	Anne Ted	Judy Mona	t T si CS
9:05-9:15	2 1	Tape segment 2 Prepare segment 3	Ted Anne	Mona Karin	si CS n D
9:15-9:25	1 2	Tape segment 3 Prepare segment 4	Anne Ted	Karin Judy	n D vi VL
9:25-9:35	2 1	Tape segment 4 Prepare segment 5	Ted Anne	Judy Mona	vi VL pi CD
9:35-9:45	1 2	Tape segment 5 Prepare segment 6	Anne Ted	Mona Karin	pi CD va Q+
9:45-9:55	2 1	Tape segment 6 Prepare segment 7	Ted Anne	Karin Judy	va Q+ pa Q-
9:55-10:05	1 2	Tape segment 7 Prepare segment 8	Anne Ted	Judy Mona	pa Q- pr Pu
10:05-10:15	2 1	Tape segment 8 Prepare segment 9	Ted Anne	Mona Karin	pr Pu vr I

TABLE 8 (continued)

Time	Group	Activity	Coordinator	Teacher	Behaviors
10:15-10:45	all	BREAK!	all	all	
10:45-10:55	1 2	Tape segment 9 Prepare segment 10	Anne Ted	Karin Judy	vr I * Pr
10:55-11:05	2 1	Tape segment 10 Prepare segment 11	Ted Anne	Judy Mona	* Pr * Es
11:05-11:15	1 2	Tape segment 11 Prepare segment 12	Anne Ted	Mona Karin	* Es va H
11:15-11:25	2 1	Tape segment 12 Prepare segment 13	Ted Anne	Karin Judy	va H * R
11:25-11:35	1	Tape segment 13	Anne	Judy	* R
11:35-Noon	all	Watch tape	all	all	all

Through the use of this technique, several 4-10 minute segments were produced for purposes of coding practice during the training of classroom observers. A set of tapes was kept aside to form one of the criterion tests for each package.

The practice exercises involving these protocols are structured to approximate actual classroom events. Coding booklets are introduced from the very beginning to provide maximum practice. Trainees begin by watching (or listening to) small, isolated segments of classroom behavior, recording them in coding booklets, and getting immediate feedback from the training booklets. The segments gradually become longer, are mixed with more irrelevant behavior, require finer discriminations, and present

behaviors in faster succession. Feedback is delayed and later is completely withdrawn. At this stage trainees are asked to compare their coding with one another and arrive at a concensus.

Built into the training packages are small group activities and actual coding experiences. During the small group discussions, trainees play the roles of teachers, pupils, and coders. Apart from providing a welcome change of pace, these sessions enable trainees to look at categories from different points of view. Classroom practices are kept close to actual observation procedures with one major exception. Pairs of trainees code during the same period which enables them to compare notes and reconcile their differences.

Finally, all trainees are required to code the same criterion tape twice through in order to gain an assessment of inter- and intra-coder agreement. On the basis of this assessment, a decision is made concerning whether a coder is adequately trained or needs further training.

In producing the audio tapes, slightly different production techniques were used. These tapes involve both junior high and senior high pupils. The first technique utilizes scripts transcribed from actual classroom recordings; the second records spontaneous reactions to a previously prepared teacher lesson. Scripts then had to be made from the spontaneous lesson tapes in order to produce accurate confirmation coding of each interchange. (See Table 9, p. 29)

Audiovisual components of the training packages consist of 5 hours of video tape and 19 hours of audio tape. The ICDS, in which cues are primarily auditory, begins with audio tape exercises, then moves to

TABLE 9

PROJECT PRIME SAMPLE AUDIO TAPING SCHEDULE

The following schedule for audio taping of adult readers for the ICDS training program has been set up:

Thursday, November 11th	10:00-12:00	Chris Barger Bill Zimmerman Karin Myers Meredith Adler
	10:00-12:00	Chris Barger Bruce Baum Renie Adams Karin Myers Meredith Adler
	1:00-3:00	Chris Barger Meredith Adler Karin Myers

Audio taping will be done at TEL.

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video tape segments. Since both IBMS II and IPPS depend heavily upon visual cues, more video tape work is included.

Each segment of tape was coded at least twice by three expert coders. These coders prepared training manuals which contain directions for use, maintenance, and simple repair of audiovisual equipment.

All video tapes and most audio tapes were made at the Teacher Education Laboratory (TEL) at CITH. The remaining audio tapes were recorded at the Indiana University Language Laboratory, whose facilities were also used for editing and duplicating tapes. Video tapes were duplicated at the University School Closed Circuit Television Studio.

As both written and audiovisual parts of the program progressed, a developmental testing program provided feedback to members of produc-

tion teams. In the earlier stages, evaluation proceeded on a chapter by chapter and segment by segment schedule, with constant revision for improvement of materials. Later, as groups of subjects tested the integrated packages, their feedback served as the basis for further strengthening the program.

Pretests of Coder Ability

Of major concern to those who were working with the training packages was a measure for prediction of coder ability. Consequently, concurrent to production of the training packages, two pretests were developed at CITH. The IBMS Pretest of Coder Ability (Frick, 1971) allows 10 minutes for reading descriptions of and memorizing ten categories. Subjects are then tested for recall of names and abbreviations of the categories, and are asked to code a short transcript of classroom behavior.

The second test is a measure of Auditory Vigilance (D. Semmel, 1971). While subjects listen to an audio tape, they are asked to tally all words that belong in the classifications of (a) geographic place names, (b) animals, (c) bodies of water, or (d) numbers. Directions are given on the tape, instructing the listeners to code two 3-minute segments on the special tally sheets provided.

One of these pretests was administered to each of the trainees in the Texas workshops. Analysis of this data is in progress.

Packaging the Training Kits

Special kits were designed to meet the demands of the training packages as used in workshop situations. The demands include the need to:

1. Compactly store a large volume of print and audiovisual materials, data collection sheets, coder checklists, pretests, head cleaning kits, and master scoring keys.
2. Provide compartmentalization so that the trainer will have instant access to materials needed.
3. Be easily portable.

After investigation of several possibilities, and following meetings with representatives of packaging firms, a compartmentalized canvas bag was decided upon and ordered. A decal identifying the system material contained in each bag was designed at CITH. Ten IBMS II-IPPS kits and ten ICDS-IPPS kits were prepared.

A serious problem was presented by the fact that the Texas Training Team would be traveling and transporting materials by air. Magnetic force field equipment, which has been installed at most airports to aid in detecting hijackers, may erase video and audio tapes. After conferences with airline officials, careful instructions were prepared for team members. Each person carried his kit onto the plane as hand luggage. During check-in procedure he identified the contents of his kit and requested that it be passed around and not through the force field. In order for the kits to be exempted from the usual routine, it was necessary that the kits be searched by airline personnel.

Training Workshops

The core of the Texas Training Team (TTT), which conducted workshops in 17 Regional Service Centers throughout the state, consisted of 19 University of Texas graduate students. These students were enrolled in a graduate course in the study of observation systems. They were admitted to the course after interviews which attempted to assess both their potential as coders and as trainers, and their understanding of and

interest in the project. Both CITH and Austin PRIME personnel participated in these interviews.

Thirteen of the students attended a five day intensive workshop which was held January 9-14, 1972, at CITH. Of these, seven learned ICDS and the other six, IBMS II. The remaining students attended a workshop for FLACCS at the University of Florida. Since all 19 also learned IPPS, a CITH trainer went to Florida to instruct those students in that system.

TABLE 10

TEXAS TRAINING TEAM (UNIVERSITY OF TEXAS STUDENTS)

JANUARY 9-14, 1972

Center for Innovation in Teaching the Handicapped University of Florida

ICDS--IPPS	IBMS II--IPPS	FLACCS--IPPS*
Martha Bates	Mitzi Chambers	Barbara Balfour
Linda Bishop	Vicki Gomez	Carlos Gris
Nancy Fanning	Johanna Hulls	Karen Litton
Margaret Garner	JoAnn Miller	Linda Sheets
Manuel Mirabal	Linda White	Kent Skipper
Steve Selby	Phyllis Winford	Jeanette Wendt
John Stammer		

* Chad Sivasailam and Robert Zuckerman of CITH also attended the FLACCS workshop.

The week before the Team trained at Indiana, a systems workshop was held. During this PRIME Preview, the director and trainers held daily meetings to work out final details in scheduling, use of facilities, and

methods of individualizing the program to provide assistance for trainees who might have difficulty with a particular aspect of the program.

Due to a delay in receiving the printed materials, the CITH staff had to duplicate the manuals from the original manuscripts and collate and bind them. By the time of the TTT workshop, print materials had arrived; however, considerable collation was needed to convert them to final usable form.

In the Training Team Workshop, students not only learned the observation systems, but received intensive training in the organization of workshops, group dynamics, methods of individualizing instruction, use of materials and equipment, and collection of data.

On the first day of the Workshop, trainees were introduced to the Classroom Data Instruction Manual and to the coding booklets. They then completed the written and video portions of IPPS. In the late afternoon, trainees spent an hour and a half coding in an actual classroom. Afterward, students gained additional experience by coding simulations.

Students began learning their second system the next day. The material in the written program was interspersed with audiovisual segments illustrating each of the categories. Throughout the workshop criterion tests were given, followed by feedback and discussion. Students coded in the schools both Thursday afternoon and Friday morning. (See Table 11, p. 34)

Finally, each trainee received detailed instructions on phases of data collection: (a) how to gather and transmit coder reliability data from criterion tests, using specially designed data collection forms, and (b) how to instruct coders to collect and forward data.

TABLE 11

TEXAS TRAINING TEAM WORKSHOP JANUARY 9-14, 1972

Center for Innovation in Teaching the Handicapped, Indiana University

Sunday, January 9: Arrival from Texas, 7 p.m.; Reception at the home of CITH Acting Director, Melvyn I. Semmel, 9 p.m.

	8:00-10:00 a.m.	10:00-12:00 p.m.	1:00-3:00 p.m.	3:00-5:00 p.m
Monday, Jan. 10	Introduction, TEL: Classroom Data Instruction Manual; IPPS Training Manual (Bldgs. K & F)	IPPS: Video Tape	St. Charles School Classroom Coding	Classroom Simulation at TEL
Tuesday, January 11	IBMS II: Written Program, Pupil Behavior plus Chapters 21 & 22	Training Tape; Pupil Behavior at TEL	Finish Training Tape Part I, TEL; Finish Written Program	Teacher Behavior, Cottage K
	ICDS: Introduction; Read Observer's Training Manual Chapters 1-11	Discussion; Read Chapters 12-16	Chapter 17; Discussion	Audio Tape Exercises #1, 2, 3, 4, 5
Wednesday January 12	IBMS II: Quick Test on Categories; Finish Training Tape, Teacher Behavior	IBMS Role Playing	Practice tape in TEL	Continue Practice Tape
	ICDS: Test and Review; Audio Tape: Ex. #6, Mother Bear A & B	Discussion; Mother Bear C, D, E	Exercise #7	Role Playing; Exercise #8
Thursday January 13	IBMS II: Criterion Tape Trial I at TEL; Discussion; Good Coders and Good Trainers	Continue Discussion; VTR Practice	Classroom Coding in Schools	Classroom Simulation at TEL
	ICDS: Test and Review; Video Practice Tapes #2, 3, 4, 5, 6	Criterion Tape 1	Procedures for Entering; Classroom Coding	Code Classroom Simulation, take turns teaching

TABLE 11 (continued)

	8:00-10:00 a.m.	10:00-12:00 p.m.	1:00-3:00 p.m.	3:00-5:00 p.m
Friday, January 14	IBMS II: Criterion Tape Trial 2 at TEL; Classroom Coding in Schools	Continue classroom Coding; Discussion at TEL	Farewell	Ride to Indianapolis to board plane
	ICDS: Question and Answer; Code Criterion Tape II	Score Criterion Coding Sheets	Final Preparation for Texas Training	

[a] Additional evening instruction was made available to those trainees desiring it.

TABLE 12

ICDS CODER DATA COLLECTION SHEET

Trainer Name: _____ District Number: _____
Trainer Number: _____ Date: _____
Region Number: _____ C.T. Administration Number: _____

Coder Name		TEACHER BEHAVIOR CATEGORIES													PUPIL BEHAVIOR CATEGORIES												
		HR	OD	St	Re	Ex	DC	AC	In	MB	VJ	PS	GO	Cl	HR	OD	St	Re	Ex	DC	AC	In	MB	VJ	PS	GO	Cl	E
				1																								

TABLE 12

ICDS CODER DATA COLLECTION SHEET

Code Sheet # _____

me: _____ District Number: _____

mber: _____ Date: _____

per: _____ C.T. Administration Number: _____

BEHAVIOR CATEGORIES								PUPIL BEHAVIOR CATEGORIES											TYPE OF PUPIL			TEACHER FEEDBACK			
DC	AC	In	MB	VJ	PS	GO	Cl	HR	OD	St	Re	Ex	DC	AC	In	MB	VJ	PS	GO	Cl	E	C	K	0	+	-	I

11

12

TABLE 12 (Continued)

IPPS CODER DATA COLLECTION SHEET

Trainer Name: _____
Trainer Number: _____
Region Number: _____

District Number: _____
Date: _____
C.T. Administration Number: _____

Coder Name		1		2		3		4		5		6
		E	K	E	K	E	K	E	K	E	K	E
	1											
	2											
	3											
	4											
	5											
	6											
	7											
	8											
	9											
	10											
	11											
	12											
	13											
	14											
	15											

TABLE 12 (Continued)

Code Sheet # _____

IPPS CODER DATA COLLECTION SHEET

_____
_____
_____

District Number: _____
Date: _____
C.T. Administration Number: _____

2		3		4		5		6		7	
E	K	E	K	E	K	E	K	E	K	E	K

TABLE 12 (Continued)

IPPS CODER DATA COLLECTION SHEET

Trainer Name: _____ District Number: _____
Trainer Number: _____ Date: _____
Region Number: _____ C.T. Administration Number: _____

	1		2		3		4		5		6
	E	K	E	K	E	K	E	K	E	K	E
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

TABLE 12 (Continued)

Code Sheet # _____

IPPS CODER DATA COLLECTION SHEET

e: _____ District Number: _____

ber: _____ Date: _____

er: _____ C.T. Administration Number: _____

2		3		4		5		6		7	
E	K	E	K	E	K	E	K	E	K	E	K

TABLE 12 (Continued)

IBMS II CODER DATA COLLECTION SHEET

Trainer Name: _____ District Number: _____
Trainer Number: _____ Date: _____
Region Number: _____ C.T. Administration Number: _____

Coder Name		PUPIL BEHAVIOR CATEGORIES														TEACHER BEHAVIOR			
		t	si	r	vi	pi	va	pa	vr	pr	T	D	VL	CS	CD	Pu	ES	I	H	Q+
	1																			
	2																			
	3																			
	4																			
	5																			
	6																			
	7																			
	8																			
	9																			
	10																			
	11																			
	12																			
	13																			
	14																			
	15																			

TABLE 12 (Continued)

IBMS II CODER DATA COLLECTION SHEET

Code Sheet # _____

Name: _____ District Number: _____

Number: _____ Date: _____

umber: _____ C.T. Administration Number: _____

PUPIL BEHAVIOR CATEGORIES								TEACHER BEHAVIOR CATEGORIES										
r	vi	pi	va	pa	vr	pr	T	D	VL	CS	CD	Pu	ES	I	H	Q+	R	Pr	Q-

As the Workshop progressed, the individual trainees became a closely knit team. Evidence of the team spirit became more apparent throughout the week as the trainees participated in discussion groups and provided help and encouragement to the others in the group. All of the staff took part in efforts to welcome the Texas Team.

At the end of the Workshop, each member of the team was given a kit containing all of the materials necessary for conducting a workshop in IPPS and one of the other systems (i.e., ICDS or IBMS). To symbolize graduation from the workshop, a special ceremony was held in which every trainee was presented with a formal CITH diploma designating him a "Master of Observation." On Friday evening, January 14, all Texas Trainers, both those at Indiana and those at Florida, returned to Austin.

Observation Workshops in Texas

From January 17 to February 3, 1972, the Training Team, augmented by eight trainers from CITH, held observation workshops at 17 Regional Service Centers throughout Texas. Five hundred and twenty-eight observers were trained. Trainers rotated weekly, so that each of the three major systems was taught at each Center. In addition, all trainers provided instruction on the IPPS.

TABLE 13

TRAINERS IN OBSERVATION SYSTEMS WORKSHOPS IN TEXAS
January 17-February 3, 1972

Region	Week 1	Week 2	Week 3
I. Laredo	Manual Mirabal	Karen Litton	Phyllis Winford
II. Corpus Christi	Kent Skipper	JoAnn Miller	Linda Bishop

TABLE 13 (continued)

Region	Week 1	Week 2	Week 3
III. Victoria	Barbara Balfour	John Stammer	Linda White
IV. Houston	Ted Frick (CITH) JoAnn Miller Mitzi Chambers	Carlos Gris Jeannette Wendt	S. Thiagarajan (CITH) Jorje Carrasco*
V. Beaumont	Steve Selby	Johanna Hulls	Steve Bury* Sandra Harrison (Austin PRIME Staff)
VII. Kilgore	Jeannette Wendt		
VIII. Mt. Pleasant	John Stammer	Phyllis Winford	Joan Zinober (Washington PRIME staff)
X. Richardson	Chad Sivasailam (CITH) Linda Sheets	Manual Mirabal S. Thiagarajan (CITH)	Mitzi Chambers
XI. Ft. Worth	Carlos Gris	Vicki Gomez	Mona Ballard (CITH)
XII. Waco	S. Thiagarajan (CITH) Nancy Fanning Linda Bishop	Linda Sheets Joan Zinober (Washington PRIME staff)	Anne Briggs (CITH) Nancy Derryberry*
XIII. Austin	Phyllis Winford	Barbara Balfour	Steve Selby Margaret Garner
XIV. Abilene	Martha Bates	Linda White	Robert Zuckerman (CITH)
XV. San Angelo	Johanna Hulls	Kent Skipper	John Stammer
XVI. Amarillo	Karen Litton	Margaret Garner	Julia Mendina*
XVII. Lubbock	Margaret Garner	Mitzi Chambers	Karen Litton
XVIII. Midland	Vicki Gomez	Mona Ballard (CITH)	Kent Skipper

TABLE 13 (continued)

Region	Week 1	Week 2	Week 3
XX. San Antonio	Ted Hasselbring (CITH) Idajean Windell (CITH) Linda White	Martha Bates Linda Bishop Steve Selby	Barbara Balfour Linda Sheets

* Outstanding observers who had been trained in earlier workshops were used as aides and trainers during Week III.

Week 4: A make-up Workshop was held in San Antonio (XX.) in which five IBMS II observers were trained. Mitzi Chambers conducted the Workshop.

TABLE 13 (Continued)

CITH PERSONNEL WHO CONDUCTED WORKSHOPS IN TEXAS

Week 1	Week 2	Week 3
Ted Frick	Mona Ballard	Mona Ballard
Chad Sivasailam	S. Thiagarajan	S. Thiagarajan
Ted Hasselbring		Bob Zuckerman
Idajean Windell		Anne Briggs
S. Thiagarajan		

In preparation for the workshops, CITH personnel met with the directors of the Regional Service Centers in Texas and helped work out problems concerning facilities and equipment for the sessions. This was followed by frequent communication with centers that were having difficulty adapting or procuring equipment. For those that were unable to secure equipment, CITH transported necessary hardware to Texas for the training.

Since CITH has also worked closely with National Computer Systems, Inc., who printed PRIME coding booklets and training materials, our person-

nel supervised both transportation of this software from Minneapolis by accompanying the shipment, and distribution of these training and coding supplies to the Service Centers.

On Saturday, January 15, a meeting of the TTT, Austin staff, and CITH trainers who were to conduct workshops was held. Because the CITH members were those who had worked in the development of the training packages, and also had experience in conducting workshops, arrangements were made for them to serve as "troubleshooters" for any training problems. The CITH Project PRIME coordinator, who was assigned to the Austin office during the workshops, served as liaison in meeting such needs as they arose.

The next day, an impromptu distribution depot was set up in the Austin airport. Six VTRs, three monitors, two audio recorders, and 79 cartons each weighing approximately 70 pounds, were sorted and distributed to individual trainers who were leaving for the first series of workshops. Since the number of trainees varied from 2-24 per week, it was essential that proper quantities of each of the printed materials reach the individual workshops. Distribution began at 8 a.m. and was completed by 6 p.m. That evening, trainers phoned the Austin office "hot line," manned by the CITH coordinator, to report arrivals, additional needs, or basic training problems. By 2 a.m. all trainers had reported.

The weekend following the first workshops, January 22 and 23, all trainers gathered at Brownsville, Texas, for discussion of training and workshop procedures. Present for the meeting were Austin staff, the CITH coordinator, Drs. Semmel, Kaufman, and Soar.

While the Texas workshops were in progress, the Austin office performed a number of functions vital to the Project. Because actual observation in the schools was due to begin on Monday following Week I workshops, the first order of priority was completion of individualized observation schedules, based on the CITH model, for each school district. Extra help was hired to handle this detailed and exacting task. Next, additional materials essential to observations were prepared and mailed to individual schools and to special education supervisors. These included overviews of the project, payroll worksheets, mailing labels, and envelopes for data collection.

The CITH coordinator dispatched additional training materials as needed, manned the "hot line," aided in travel and assignment of trainers for workshops, and coordinated data collection and payroll, both of which were being handled by CITH at Bloomington. Additional time was spent helping the Austin staff work out problems of special education directors, principals, and observers.

In Bloomington, the CITH administrative assistant spent the month dealing with the extremely involved accounting procedures of the project. These included not only TTT honoraria and travel expenses, but also the collection of payment and of personal and travel information required for reimbursement of approximately 200 trainees per week.

Quality Control

The procedure for maintaining quality control checks on more than 500 observer trainees attending the workshops was developed by the staff of the Teacher Education Laboratory (TEL) at CITH. It utilized resources of

TEL, the Indiana University Research Computing Center (RCC), and the Washington office of BEH.

Following criterion test administration on each Monday and Thursday, the BEH offices phoned trainers in each of the regions. Data was transmitted by phone and recorded on summary data sheets, which were sent by Xerox telecopier from Washington to TEL in Bloomington. At approximately 6:30 p.m., a team of CITH keypunchers left TEL for the RCC with the first groups of data. As additional data arrived, it was sent by runner to the RCC. An average of six keypunchers worked from 4-6 hours per night preparing the data for computer analysis.

Next, the data was submitted to the RCC computer. Results were taken from the Computer Center to TEL for further analysis by the staff. Reliability data with individual comments on the strengths and weaknesses of each trainee was then transmitted by telecopier back to Washington. Washington relayed this information to trainers in Texas, completing the cycle.

Trainers received the information on criterion testing within 12 hours of test administration, enabling them to analyze realistically the progress of their trainees and thus provide appropriate guidance for those with specific problem areas. (See Table 14, p. 46)

Assessment of Reliability

During developmental testing, the PRIME Preview, and the TTT Workshop, Guilford's Intra Class Correlation Coefficient (1965) was used in analysis of data. While this measure provided reliability estimates of each category, it did not allow for assessment of individual coders. Furthermore, analysis using this coefficient required more

TABLE 14

OBSERVATION SYSTEMS WORKSHOPS IN TEXAS
January 17-February 3, 1972

Location		Week 1			Week 2		
		No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion
Region I	Laredo (13)	4	ICDS		4	FLACCS*	
			IPPS	1		IPPS	
Region II	Corpus Christi (27)	11	FLACCS		7	IBMS II	
			IPPS	1		IPPS	1
Region III	Victoria (30)	10	FLACCS		10	ICDS	2
			IPPS	2		IPPS	1
Region IV	Houston (63)	21	IBMS II		22	FLACCS	
			IPPS	2		IPPS	
Region V	Beaumont (16)	6	ICDS		4	IBMS II	1
			IPPS	1		IPPS	2
Region VII	Kilgore (2)	2	FLACCS				
			IPPS				
Region VIII	Mt. Pleasant (25)	8	ICDS	3	9	IBMS II	
			IPPS	3		IPPS	
Region X	Richardson (41)	13	FLACCS		13	ICDS	2
			IPPS	1		IPPS	

* FLACCS has no criterion test.

TABLE 14

OBSERVATION SYSTEMS WORKSHOPS IN TEXAS
January 17-February 3, 1972

	Week 1			Week 2			Week 3		
	No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion
	4	ICDS		4	FLACCS*		5	IBMS II	
		IPPS	1		IPPS			IPPS	
ti 27)	11	FLACCS		7	IBMS II		9	ICDS	
		IPPS	1		IPPS	1		IPPS	
)	10	FLACCS		10	ICDS	2	10	IBMS II	
		IPPS	2		IPPS	1		IPPS	3
	21	IBMS II		22	FLACCS		20	ICDS	2
		IPPS	2		IPPS			IPPS	2
)	6	ICDS		4	IBMS II	1	6	FLACCS	
		IPPS	1		IPPS	2		IPPS	
	2	FLACCS							
		IPPS							
(25)	8	ICDS	3	9	IBMS II		8	FLACCS	
		IPPS	3		IPPS			IPPS	
41)	13	FLACCS	9	13	ICDS	2	15	IBMS II	
		IPPS	1		IPPS			IPPS	8

iterion test.

TABLE 14 (continued)

Location	Week 1			Week 2		
	No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion
Region XI Ft. Worth (37)	9	FLACCS		13	IBMS II	4
		IPPS			IPPS	
Region XII Waco (71)	24	ICDS	3	23	FLACCS	
		IPPS	7		IPPS	10
Region XIII Austin (19)	7	IBMS II		6	FLACCS	
		IPPS			IPPS	
Region XIV Abilene (6)	2	ICDS		2	IBMS II	
		IPPS			IPPS	
Region XV San Angelo (36)	12	IBMS II	1	12	FLACCS	
		IPPS			IPPS	
Region XVI Amarillo (6)	2	FLACCS		2	ICDS	
		IPPS			IPPS	
Region XVII Lubbock (33)	11	ICDS		10	IBMS II	1
		IPPS			IPPS	1
Region XVIII Midland (30)	10	IBMS II		10	ICDS	
		IPPS	1		IPPS	
Region XX San Antonio (73)	23	IBMS II	2	24	ICDS	4
		IPPS	1		IPPS	4

TABLE 14 (continued)

	Week 1			Week 2			Week 3		
	No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion	No. of trainees	Systems	failed criterion
7)	9	FLACCS		13	IBMS II	4	15	ICDS	2
		IPPS			IPPS			IPPS	2
	24	ICDS	3	23	FLACCS		24	IBMS	6
		IPPS	7		IPPS	10		IPPS	5
	7	IBMS II		6	FLACCS		6	ICDS	
		IPPS			IPPS			IPPS	2
	2	ICDS		2	IBMS II		2	FLACCS	
		IPPS			IPPS			IPPS	
36)	12	IBMS II	1	12	FLACCS		12	ICDS	2
		IPPS			IPPS			IPPS	2
	2	FLACCS		2	ICDS		2	IBMS II	
		IPPS			IPPS			IPPS	
	11	ICDS		10	IBMS II	1	12	FLACCS	
		IPPS			IPPS	1		IPPS	
	10	IBMS II		10	ICDS		10	FLACCS	
		IPPS	1		IPPS			IPPS	1
(73)	23	IBMS II	2	24	ICDS	4	26	FLACCS	
		IPPS	1		IPPS	4		IPPS	13

TABLE 14 (continued)

	Total Trained	Total Failing Criterion
IPPS	528	81
IBMS	174	11
ICDS	176	20
FLACCS	178	--

time than could be allotted if rapid feedback were to be provided to large numbers of trainees.

For the purpose of feedback to these trainees, a modified version of Scott's Coefficient (1955) was utilized. The modification affected the means by which percent agreement was calculated. This change was recommended by Collet (University of Michigan). Otherwise Scott's formula was unaltered. Olson wrote a computer program to facilitate the processing of the large amount of data in a very short period of time. Each printout provided a rank ordering of trainees from each region on the basis of percent agreement and Scott's Index. This was done for both intra-coder agreement and inter-coder agreement, with a set of criterion scores for each observation system.

Although Scott's Coefficient has been widely used by people such as Flanders, it has often been criticized in the literature. Due to time pressure and problems of programming more robust coder reliability measures, it was decided that Scott's Coefficient would provide the most easily understandable and manageable feedback to trainers and trainees. More rigorous and robust statistical measures of reliability are now being applied to the data for a more sophisticated assessment. The reliability

data analysis will be reported in a forthcoming progress report.

Continuing Activities

Classroom observers collected data in the classrooms throughout the State of Texas. At the end of each week, district special education directors mailed completed coding booklets to the Austin PRIME office. Trained screening personnel reviewed each coding booklet, checking it for internal consistency, errors of omission, and sloppy coding. These errors were recorded, and corrective feedback was immediately communicated to coders in the field.

In addition, an observer maintenance check was scheduled to monitor coder reliability. These procedures and results will appear in a forthcoming report (Frick & Semmel, in preparation).

All observation data has been collected and sent to NCS, where the coding booklets are being machine scored and the data are being transferred to computer tape and prepared for data analysis.

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Time Records of
CITH Personnel: Project PRIME

September 1971 to January 1972

Name	Tasks	Time
Melvyn I. Semmel	Acting Director, CITH Supervision of Project	50% of total time
Albert H. Fink	Meetings, analysis, and consultation	100 hrs.
William Lynch	Meetings, analysis, consultation and confirmation coding	150 hrs.
Carole Ames	Meetings, analysis, consultation and confirmation coding	150 hrs.
Karin Myers	Meetings, analysis, consultation, confirmation coding	40 hrs.
	Data collection and analysis	40 hrs.
Henry Goodstein	Consultation concerning testing materials	16 hrs.

Clerical

Project PRIME Secretary - Cherry Heffernan

October 1	120 hours
November 1 - January 3	360 hours

Coordination of all clerical work in Project PRIME; typing final drafts for IBMS II Observer Training Manual, IBMS II Training Booklet, Classroom Data Instruction Manual, IPPS Observer Training Manual, IPPS Training Booklet, and IBMS Pretest of Coder Ability, ICDS Observer Training Manual, and ICDS Training Booklet; duplication and collation of all materials for developmental testing; packaging materials for PRIME bags; travel arrangements for CITH personnel working on Project PRIME.

CITH Staff

November - December	Barbara Senden	215 hours
Typing and revisions of ICDS Materials		
November - December	Marge Williams	102½ hours
Typing typescripts, labels, and manuscripts		
	LuAnn Moore	200 hours
Typing revisions of IBMS II		
	Jane Arata	8 hours
Typing revisions of IBMS II		

Miscellaneous Clerical

	Judy Lack	11 hours
	Judy Lankford	11 hours
	Lynn Shoff	4 hours
Artwork	Renie Adams	20 hours

Technical

Audio Taping

	Tracy Callaway (also clerical) Hugo Sandoval	232 hours

Video Taping

	Ron Melvin	
October - November	Setting up technical equipment; camera and sound work	30 hours
January	Transportation and delivery of equipment for audiovisual equipment used in Texas	6 hours
		36 hours
	Tom Coffman	
October - November	Camera and technical assistance	25 hours
	Barry Gillespie	
October - November	Camera and technical assistance	10 hours
	Jerry Olson	
	Supervision, camera and technical assistance for audio and video taping	100 hours

Reliability Analysis

December, 1971 - January, 1972

Supervision	Bill Shaffer	48 hours
	Dennis Boerger	36 hours
	Nick Stayrook	24 hours
	Total	108 hours
Analysis, January 17 - February 3	Melvyn I. Semmel	48 hours
	Jerry Olson	48 hours
	Dennis Boerger	48 hours
	Bill Shaffer	48 hours
	Nick Stayrook	48 hours
	Idajean Windell	36 hours
	Total	276 hours
Keypunch	Karin Myers	48 hours
	Bruce Baum	12 hours
	Vicki Bridge	12 hours
	Judy Dibble	12 hours
	Candy Garrett	12 hours
	Cherry Heffernan	36 hours
	Judy Lack	12 hours
	Roger Newman	12 hours
	Kay Olson	12 hours
	Dorothy Semmel	12 hours
	Lynn Shoff	12 hours
	Linda Tillman	12 hours
Runner and Keypunch	Barry Gillespie	26 hours
	Total	230 hours

Ted Frick

August 23 - September 29	IBMS I First draft, writing, content editing, consultation	180 hours
September	IBMS I Video tape production, planning, taping sessions, criterion coding	36 hours
October 5 - December 15	IBMS II first and second drafts, writing, content editing, and consultation	190 hours
November 1-21	IBMS II Video tape production, planning, taping sessions, criterion coding	52 hours
December 20 - January 9	IBMS Pretest, planning, writing first and second drafts, developmental testing, data analysis	19 hours
October - January	Conferences on PRIME development	50 hours
December 10 - January 3	Conferences on system revision and editing	7 hours
	Editing of paper and pencil program	32 hours
	Developmental testing	8 hours
	Preparation for training	40 hours
January 3 - 7	PRIME Preview workshop preparation	40 hours
	Preview workshop training	40 hours
	Data analysis	12 hours
	Total	706 hours

Ted Hasselbring

September 3 - 10	Planning, video tape production	80 hours
September 20 - October 8	Confirmation coding, tape editing, developmental testing	115 hours
October 18 - 22	Revisions	40 hours
October 18 - November 5	Planning third set of video tapes, revisions	120 hours
November 8 - December 3	Confirmation coding and development of IBMS II Training Booklet	160 hours
December 13 - 17	Conferences, planning and writing of Classroom Data Instruction Manual	45 hours
December 27 - 31	Planning and scheduling for training	40 hours
January 3 - 7	Preview workshop planning and meetings, training of CITH personnel	70 hours
	Total	670 hours

Anne Briggs

August 2 - 6	Tape production	30 hours
August 9 - 13	Tape production and confirmation coding	30 hours
August 16 - 20	Confirmation coding and program planning	35 hours
August 23 - September 4	Program planning, analysis of teaching task and planning tapes	60 hours
September 6 - 17	Planning and production of second set of video tapes	60 hours
September 20 - October 8	Confirmation coding and developmental testing	95 hours
October 11 - November	Revision and reorganization, planning third set of video tapes	120 hours
November 8 - December 3	Confirmation coding and development of IBMS II Training Booklet	155 hours
December 6 - 24	Final revision and training of IBMS II and collating of ICDS	95 hours
December 27 - 31	Production of model tape, role-playing tape and revision of Abridged Coder's Manual	30 hours
January 3 - 7	General planning conferences	40 hours
	Total	740 hours

S. Thiagarajan

September 4 - December 1	Task analysis and consultation with ICDS and IBMS groups	60 hours
	Writing first draft of ICDS manual	170 hours
	Editing IBMS Manual	30 hours
	NCS test form design	20 hours
	Assistance with video tape production	30 hours
	Developmental testing and modification	40 hours
	Preview workshop	30 hours
	Training of Texas Team	40 hours
	Total	400 hours

Jerry Olson

September, October & November	Supervisor, camera and technical assistance for audio and video	100 hours
December 15 - 16	Trip to Texas for meeting with Service Center personnel concerning technical needs	48 hours
December	Coordination of audiovisual requirements with Texas Centers	30 hours
November - December	Work on reliability data in developmental testing	30 hours
December	Design of Observation Schedule	30 hours
January 3 - 7	Programming and analysis of PRIME preview data	20 hours
January 10 - 14	Supervision and analysis of Texas Training Team data	30 hours
January 17, 20, 24 27, 31 February 3	Supervision and analysis of reliability data from observation systems workshops in Texas	60 hours
	Total	302 hours

Chad Sivasailam

October	Initial draft, IPPS Programmed Instruction Manual and Training Manual	30 hours
	Revision of above	10 hours
	Developmental testing	6 hours
October 30 - November 20	Technical help in video and audio tape production	20 hours
January 3	Trainer for PRIME preview	8 hours
January 10 - 14	Florida, trainee in FLACCS	40 hours
January 17 - 21	Richardson, Texas, conducting FLACCS workshop	40 hours
		154 hours

Chris Barger

October - November	Analysis and planning of audio instruction for ICDS	160 hours
November	Preparation of typescripts training for video tapes supervision and direction of audio taping	160 hours
December	Completing of audio tapes editing of tapes insertion of instructions for taping coding and preparation of confirmation	160 hours
		480 hours

Meredith Adler

CITH Project PRIME Coordinator

Oct. 11 - 15	Organization and planning of CITH personnel production teams. Meetings and task analysis. Evaluation of needs and facilities.	40 hours
Oct. 18 - 22	Development and design of machine scorable coding sheets. Initial work on programming booklets Oct. 20 - 22. Meeting in Minneapolis with Dr. Kaufman, Thiagarajan, Judy Agard and NCS officials concerning design and printing of coding booklets.	45 hours
Oct. 25 - 30	Supervision of content and production of videotaping. Coordination with University School and St. Charles School concerning use of subjects. Contacts with parents about parental permission for taping and transportation. Planning and ordering supplies. October 29, review of Project PRIME tests with Dr. Walter Stolz, Thiagi, and Henry Goodstein Oct. 30. Videotaping in TEL.	55 hours
Nov. 1 - 6	Working by phone with NCS to clarify problems on coding booklets. Preparation of examples of written categories of ICDS. Supervision of scripts for audiotaping. Nov. 5--organizational meeting with students for audiotaping and rehearsal. Nov. 6--videotaping in TEL.	50 hours
Nov. 8 - 13	Supervision of developmental testing, working with undergraduate students from the Psychology Department. Evening session with developmental testers. Revision and editing IBMS II program. Supervision of coding by testers in Ellettsville schools. Audiotaping for ICDS 10-12 and 3-5 in TEL. Meetings with Dr. Lynch and Carole Ames for confirmation coding of audio- and videotapes. Nov. 13--videotaping in TEL.	48 hours

Nov. 15 - 20	Editing and revision of IPPS and IBMS. Duplication of tapes and supervision of clerical work on role play cards. Preparation for labeling tapes. Production of ICDS role play tape. Editing and splicing audiotapes. Coordination of confirmation coding. Investigation of scoring tools (pens and pencils) for coding booklets. Obtaining estimates on printing and distribution of materials. Completion of developmental testing. Communication with NCS concerning coding booklets. Nov. final videotaping at TEL.	50 hours
Nov. 22 - 26	Investigation of packaging and labeling of kits to be used by trainers. Meetings in Indianapolis with packagers. Editing and revision of ICDS audiovisual materials. Planning and scheduling for PRIME Preview and workshop for Texas Training Team, including training, housing, facilities, and hospitality.	40 hours
Nov. 29 - Dec. 3	Final work on confirmation coding and training booklets. Organization meeting on scheduling of Texas workshops. Planning of transportation of trainers and equipment. Editing and supervision of clerical work on packages.	40 hours
Dec. 6 - 10	Final editing and packaging of audiovisual components. Meetings with CITH groups to plan data collection. Final proofreading of written materials. Dec. 10 & 11--interviewing University of Texas students for selection of training team.	50 hours
Dec. 13 - 18	Dec. 13-15--meeting in Texas with Service Center Personnel and Special Education Directors to explain coding systems and training packages. Dec. 15-17--meeting in Minneapolis with NCS concerning coding booklets and printing of training materials.	48 hours

Dec. 20 - 24	Dec. 20--conference in Washington, D. C. with Dr. Kaufman regarding printing of training materials. Work with CITH personnel concerning pretests of coder ability. Duplication of materials for PRIME Preview. Coordination of scheduling and facilities for PRIME Preview and Texas Training Team.	40 hours
Dec. 27 - 31	Final meetings concerning training sessions and data collection. Assembling kits of training materials. Meetings with trainers of each system.	40 hours
Jan. 3 - 7	Coordination of PRIME Preview. Meeting with trainers for evaluation and review of training.	48 hours
Jan. 9 - 15	Jan. meeting Texas Team in Indianapolis. Coordination of Texas Training Team Workshop. Serving as guide and hostess to Texas guests. Jan. 14-15--to Minneapolis, then Texas to supervize delivery and distribution of materials.	70 hours
Jan. 16 - 22	Jan. 16--Austin, Texas Supervision of distribution depot and equipment for Texas Training Team. Working in office coordinating arrival of trainers and handling any problems concerning workshops, personnel, supplies, or equipment. Jan. 17-22--distributing materials to center. Dealing with problems of trainers and workshops. Working with Austin staff on distribution of information for observation period (e.g., overviews, payroll worksheets, marking labels, and envelopes for data collection). Assisting in completing observation schedules for individual schools. Jan. 22-23--Workshop for trainers in Brownsville, Texas.	80 hours
Jan. 24 - 28	Coordinating and scheduling remaining workshops. Handling supply problems. Working with Special Education Supervisor on problems with observers. Completing and mailing observation schedules. Coordinating payroll and accounting for workshops with CITH. Assisting with travel scheduling for the final week. Serving as liason with CITH reliability analysis.	70 hours

Jan. 30 - Feb. 4	Serving as coordinator for problems arising in training in final week of training. Consulting with observers and principals regarding problems arising during initial observation period. Coordination of supplies and materials. Liason with CITH for both data analysis and accounting.	70 hours
Feb. 5	Meetings with trainers and supervision of collection and return of materials and equipment. Return to CITH.	

Sample Transcript of Spontaneous Lesson Used in Audiotape

ICDS PRACTICE TAPE 1, segment 3--Tropism

T: Ok, class, today we're going to talk a little about tropism. Scott, do you know what a tropism is?

Scott: Um, no.

T: Becky, do you know what a tropism is? We talked about it yesterday.

Becky: Something about growth response.

T: Ok, Growth response. Mark, can you clarify that for us a little? What does it mean more than a growth response?

Mark: Well, I'm not sure.

T: Ok, do we need something for the response to happen? Like, suppose in a plant, and the plant bends toward the light. What do we need for the plant to bend towards the light? Mark.

Mark: Um, let's see....

T: Can anybody help him? Ok, all plants bend toward the light. What is it that makes them bend? Say we're outside and a plant, like a weed...

Student: It's the wind.

T: No. Now, think. Not every day we don't have wind. But every day what comes up?

Becky: The sun?

T: The sun. Right. The sun. The sun makes the plant bend. Yes, Mark?

Mark: But what if you have a light, you know, a light, just....

T: Ok, let's suppose that we have a dark room, ok, and we set the plant in there and we take the light bulb and set it on one side of the plant. What's going to happen, Mark?

Mark: Well, then it will go that way.

T: It will bend towards the light, right? Ok, this is going to happen every time. All plants have a positive photo tropism. Does anybody know what photo means? What the word photo means? Anne, what does photo mean?

Anne: Picture.

T: Ok, picture. That's very good. Suppose we're taking the picture inside. What do we need?

Anne: Flashcube.

T: Flash. But what's flash?

Anne: Light.

T: Ok, so photo means what then?

Anne: Light.

T: Right. Very good. So when we talk about phototropism we're talking about a light response. The plant grows toward the light. Ok, now there's a very good reason for this. Suppose we have a growth hormone, which I'll explain to you. A hormone, say like in our bodies, we have growth hormones, only this hormone when it comes out of our brains, will make us grow very tall. Well, a plant hormone has the same thing. In the top of the plant this growth hormone is produced and it makes the plant grow very tall. What this hormone does is make the cells elongate on one side. What does elongate mean, Scott? Do you know?

Scott: To make longer.

T: Ok, to make it longer. Right. Or stretch out. So. Now we've got this plant with the growth hormone on top and it trickles down through the plant. What's going to happen as this hormone comes down through the plant, Mark?

Mark: Well, it will just....

T. What will happen to the plant?

Mark: It'll go that way?

T: It will go which way?

Mark: Towards the light.

T: Now wait. We haven't gotten to the light yet. We're just talking about the growth hormone coming down and we said that it made the plant enlongate. So what will happen to the plant?

Mark: It will get taller.

T: Right. It will get taller. It will enlongate or get very much taller. Well, now we'll get back to the light a little bit. Let me tell you something about the oxin--this is the hormone that we're talking about--it's called oxin. Now, oxin in a plant grows away from the light. Ok, now what does this

mean? We have a light shining on one side, which way is the oxin in the plant going to go, Mary?

Mary: The other way.

T: Ok, the other way. Or opposite the light. Ok, so what's going to the cells on the side of the plant where the light isn't shining? What's going to happen to those compared to the ones on the lighted side that we talked about. What's this response, do you remember, Laura?

Laura: They'll get longer.

T: Ok, they'll get longer. So when the cells on one side of the plant get much longer than the cells on the other side of the plant, what's going to happen then, Anne?

Anne: Have a lopsided plant.

T: Right. It's going to grow lopsided and it's going to grow what?

Anne: Towards the sun.

T: Towards the sun or towards the light. Now does everybody understand how this works? Mary?

Mary: I don't understand. Now you said the light, the plant, on the other side.

T: Now wait, start again.

Mary: Something about you have a light.

T: Ok, you have a light.

Mary: And you have a plant.

T: Ok. Suppose...look up here on the board. We have a light here, all right, and a plant here, all right, and the light shines this way, ok, and oxin is all through this plant, ok, before we start. But then when we put light on it what happens to the oxin, after the light is on it, Mary?

Mary: It goes the other way.

T: It goes the other way. So all of our oxin is going to be on which side?

Mary: On that side. And then that side gets longer?

T: Ok, because the hormone does what to the cells?

Mary: I don't know, but I just know....

T: Right, they elongate. So when we have long cells on this side and short cells on this side, Anne said we're going to have a lopsided plant and it's going to be lopsided in which way?

Student: The side where it's shorter.

T: Ok, it's going to be lopsided on the side where it's shorter and so it's going to bend this direction. And that's why plants, when the light is shining, they bend toward the light. Ok? Does everybody understand that now?

Test of Auditory Vigilance

This packet contains sheets for the test of Auditory Vigilance. Administer it before you begin training on Monday morning.

Get the tape marked Auditory Vigilance and set it up.

The test also serves as a good example of what a coding system is. You might introduce it that way.

Give each trainee a tally sheet and tell them that there are two minutes of instructions on the tape and then six minutes of listening and coding.

NAME _____ DATE _____

I. Tally all words that are GEOGRAPHIC PLACE NAMES. Proper names only, e.g., Bloomington, Afghanistan, Lake Erie.

II. Tally all words that indicate the classification ANIMALS, except human beings.

III. Tally all words that indicate the classification BODIES OF WATER, e.g., ocean, lake, river, etc.

IV. Tally all words that indicate NUMBERS. Do not include relational quantities such as few, many, etc. Tally each number you hear.

CATEGORY	A (First 3 minutes)	TOTAL
I. GEOGRAPHIC PLACE NAMES		
II. ANIMALS		
III. BODIES OF WATER		
IV. NUMBERS	TOTAL	A
	B (Second 3 minutes)	
I. GEOGRAPHIC PLACE NAMES		
II. ANIMALS		
III. BODIES OF WATER		
IV. NUMBERS	TOTAL	B
	TOTAL A+B	

Pretest Data Collection Sheet

Trainer Name: _____ Region Number: _____
Trainer Number: _____ District Number: _____

Auditory Vigilance	Category (A)					Category (B)					
	I	II	III	IV	Total A	I	II	III	IV	Total B	Grand Total
Coder Name//Criterion=	9	9	20	7	45	7	0	16	18	41	86
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											

Pretest Data Collection Sheet

Name: _____ Region Number: _____ Date: _____

Number: _____ District Number: _____

	Category (A)					Category (B)						Behavior Classification		
	I	II	III	IV	Total A	I	II	III	IV	Total B	Grand Total	Total Pupil (P)	Total Teacher (T)	Total (P+T)
=	9	9	20	7	45	7	0	16	18	41	86			

IBMS Pretest of Coder Ability

Following is a short test on the Indiana Behavior Management System (IBMS). We are asking you to take it at this time to give us an idea of your ability as a coder before you go through the observation training program.

Before you begin this test, would you please indicate the following information:

NAME: _____ DATE: _____ SEX: _____

PRIOR TEACHING EXPERIENCE (No. of years): _____

SUBJECT(S) TAUGHT: _____

AGE (Be honest--we won't tell anyone): _____

HIGHEST DEGREE RECEIVED: _____

1. HAVE YOU EVER CODED OR RATED CLASSROOM BEHAVIOR USING AN OBSERVATION SYSTEM BEFORE? ( ) Yes ( ) No

2. IF SO, WHAT KIND OF OBSERVATION SYSTEM DID YOU USE?

   A. Name of system: _____

   B. Brief description of system: _____

   _____

   _____

Introduction

This test is divided into three sections. It is rather short--you will spend less than 15 minutes on it. In the first section, you will be given 10 minutes to read and memorize the descriptions of 5 pupil and 5 teacher behavior categories of the IBMS. In Section II you will have 1 1/2 minutes to write down from memory the names and abbreviations of all the categories that you have just read about. Following this, in Section III you will be given 1 1/2 minutes to code a short transcript of classroom behavior.

STOP!!! DO NOT TURN TO THE NEXT PAGE UNTIL INSTRUCTED TO DO SO.

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SECTION I

You will be given a maximum of 10 minutes to read and memorize the following IBMS category descriptions. Begin reading now.

EXCERPTS FROM IBMS II ABRIDGED CODER'S MANUAL

PUPIL CATEGORIES

Task Behavior

1. task (t) "I'm doing what I'm supposed to."	Pupil's head and eyes are oriented towards persons or objects related to the lesson or lesson instructions. "Lesson" is defined by the teacher.

Off-Task Behavior

2. self-involvement (si) "I'm minding my own business."	Student is "alone" and quiet. No verbal or physical interaction with others, e.g., staring, daydreaming, playing with self or other object, muttering to self, wandering around by himself, sleeping.
3. physical interaction (pi) "I'm playing with someone else but I'm not angry."	Non-verbal interactions that are not aggressive: playing a game, passing notes, touching someone else.

Pupil Off-Task Behavior (continued)

4. verbal aggression (va) "I'm angry and I'm <u>telling</u> you about it."	Insulting, abusive, angry statements directed to peers and/or teacher.
5. verbal resistance (vr) "I won't."	Verbal refusal to CARRY OUT TEACHER DIRECTIONS--either to do a particular task or to stop misbehaving. This ONLY occurs during an interaction with the teacher. Rule: If verbal resistance (vr) and verbal aggression (va) occur together, code <u>only</u> vr.

TEACHER CATEGORIES

Task Behavior

1. Task (T) "I'm marching to the beat of my own drum." -or- ("I'm doin' my own thing.")	Any teacher behavior related to lesson, whether social or academic. In general, this includes all teacher behavior which has not been initiated by a pupil off-task behavior.

Teacher Control Behavior is always initiated by a pupil's off-task behavior. The teacher responds in one of the following control categories:

2. Demand (D) "I want you to _____" (stop doing what you're doing).	Direct verbal commands to "cease and desist" in firm, authoritative tone. No pupil response expected, e.g., "Be quiet!"
3. Value Law (VL) "We must . . . ."	Teacher explicitly reminds pupil of the established rules of behavior in the classroom by describing or referring to a norm of behavior. E.g., "You know we raise our hands when we wish to speak."

Teacher Control Behavior (continued)

9. Consequences (Q+) (Q-) "If you _____(behave this way), then _____ (this will happen.)"	Verbal statements stating or implying consequences to behavior. Incentives, rewards, or promises are positive consequences (Q+); threats are negative consequences (Q-).
10. Redirection (R)	Teacher subtle use of "task" to control misbehavior; a positive refocus of attention without reference to the misbehavior. Verbal or physical, but not punitive e.g., "Will you read the next paragraph, John?" "Will you and George change seats for today?"

GENERAL CODING RULES:

1. If the teacher is silent during an interaction with a pupil, continue coding whatever behavior the teacher was previously engaged in.

2. Following a teacher Redirection (R), as soon as the pupil appropriately responds to the teacher's redirecting statement or question, then you code both the pupil and the teacher as on-task. (This is the only exception to Rule #1.)

STOP! DO NOT TURN TO THE NEXT PAGE UNTIL INSTRUCTED TO DO SO.

SECTION II

You have 1 1/2 minutes to write down all the categories and their respective abbreviations that you have read about. Write them in any order in the space provided below. You are not allowed to turn back and refer to the written material that you have read.

	PUPIL BEHAVIORS		TEACHER BEHAVIORS	
	Name of Category	Abbrev.	Name of Category	Abbrev.
1.			1.	
2.			2.	
3.			3	
4.			4.	
5.			5.	

SECTION III

In this section you will have 1 1/2 minutes to code the following script. You may refer back to the IBMS category descriptions if you like, but remember that you have only 1 1/2 minutes to code the entire script and this could prevent you from finishing it.

Method of Coding:

Since we are interested in what the pupil and the teacher are doing at the same time, notice how the following examples of each teacher and pupil behavior are paired. Directly across from each pupil behavior is the teacher behavior that is happening at the same time. You are to assume that each set of examples is arranged sequentially in time. This means that Example #2 immediately follows Example #1, Example #3 immediately follows #2, etc. Look at the following set of examples.

	PUPIL		TEACHER
1.	P: Melvyn (Looking out window)	T	T: (Writing homework assignment on blackboard.)
2.	P: (Drawing designs on the back of his notebook) ...	T	T: "This assignment is to be handed in on Friday."
3.	P: (Looking at teacher)	L	T: "Melvyn, pay attention."

Notice that the code letters have been written to the LEFT of each example of pupil behavior and to the LEFT of the teacher behavior occurring at the same time. This is the way you are to code the following script. If you have any questions about the procedure you are to use in coding the following script, ask them now.

DO NOT TURN TO THE NEXT PAGE UNTIL INSTRUCTED TO DO SO.

Learning Situation: Art period. The teacher, Mr. Van Stopp, is sitting at his desk grading papers. He has instructed the pupils to draw pictures of a scene that they have just read a story about. The pupil you are coding is I.M. Krafty.

	PUPIL BEHAVIOR (I.M. KRAFTY)		TEACHER BEHAVIOR (Mr. Van Stopp)
1. ___P:	(Wandering around looking at the goldfish in the aquarium)...	____T:	(Working at desk)
2. ___P:	(Listening to Teacher).....	____T:	"Hey, I.M., why don't you show me what you've drawn."
3. ___P:	(Goes to desk, gets drawing and walks toward teacher's desk)....	____T:	(Waiting on I.M.)
4. ___P:	(Showing teacher his drawing)...	____T:	"O.K., that's not too bad. Why don't you try to draw another one."
5. ___P:	(Sitting at desk, drawing).....	____T:	(Working at desk)
6. ___P:	(I.M. is passing notes back and forth to Sue).....	____T:	(Working)
7. ___P:	(Listening to teacher).....	____T:	"Put those notes away, and get to work, you two."
8. ___P:	"I don't wanna draw any more."...	____T:	(Hands on hips, looking at I.M.)
9. ___P:	(Looking at teacher).....	____T:	"You know that you're supposed to be doing art during Art Period."
10. ___P:	"That's a bunch of baloney-- you're a strict old grouch!"....	____T:	(Looks somewhat startled.)
11. ___P:	(Looking at teacher).....	____T:	"Any more talk like that and I'll wash your mouth out with soap."

STOP WHEN YOU ARE INSTRUCTED TO DO SO. PUT YOUR PENCIL DOWN AND DO NOT WRITE ANY MORE. WAIT FOR FURTHER INSTRUCTIONS FROM YOUR INSTRUCTOR.

A. Would you now please turn back to page 82 and score it. Give yourself one point for each correct category name and one point for each correct category abbreviation: Number Correct for Pupil Behavior: _____
Number Correct for Teacher Behavior: _____

B. Now we would like you to score the script on page 8, using the correct codes given below. Mark an "X" through each incorrect code and each code space that you left blank. Count up the number of "X's" and put that number in the blank for "NUMBER INCORRECT" (below). Subtract this number from 22, and put the resulting answer in the blank for "NUMBER CORRECT."

CORRECT CODES FOR PRECEDING SCRIPT:

	PUPIL	TEACHER		PUPIL	TEACHER
1.	si	T	7.	t	D
2.	t	R	8.	vr	D
3.	t	T	9.	t	VL
4.	t	T	10.	va	VL
5.	t	T	11.	t	O-
6.	pi	T			

How well did you do? NUMBER CORRECT: _____ NUMBER INCORRECT: _____

Thank you for taking this test. Coding the preceding script was a simulation of the kind of activity that you will be engaged in when you code in the IBMS--only instead of reading descriptions of pupil and teacher behavior, you will be actually observing them in the classroom, of course.

If you have not gone through the IBMS training program at this time, do not worry if you felt that you may have done poorly on this test. That's why we have a training program--to help you successfully learn the IBMS. If you felt that you may have done fairly well, we hope that the training program will reinforce the parts that you have learned in this test.

If you have already completed the training program, we hope that taking this test was as natural as brushing your teeth.

Thanks again. May the Tooth Fairy bring you many happy days of coding.

Data Collection Rules

Please read these rules very carefully prior to visiting your observation assignment.

A. Check off each item prior to leaving the Special Education Office:

A1 I know exactly where to go to get to my school.

A2 I know the name of the teacher and class I will visit today.

A3 I know the name and identification number of the child to be observed.

A4 I know the identification code for the school district (Box #1).

A5 I know the school code number (Box #2).

A6 I know the teacher's code number (Box #3).

A7 The child to be observed is a: Experimental pupil
Contrast pupil

A8 I know the child's I. D. number (Box #4 or 5).

A9 I know the grade to be filled in (Box #6).

A10 I know my observer's number (Box #7).

A11 I know what observation system to use today.

A12 I have a sufficient supply of coding booklets (30 per day).

A13 I have a sufficient supply of No. 2 pencils.
(Remember to use #2 pencils only on coding booklets.)

A14 I have reviewed the observation system codes to be used today.

A15 I have a wrist watch.

Observation Coding Rules

Read prior to entering your school assignment each day.

A. Check off each item to indicate that you have read each rule.

A1 Always double check on your assignment for the day so that you can complete page two--Boxes 2, 3, 4 or 5, 6, 8, and 10.

A2 Arrive at your school at least 1/2 hour prior to the beginning of the school day.

A3 Report to the principal's office and give the secretary or principal the following information.

A3a: Your name.
A3b: Indicate that you are a Project PRIME observer.
A3c: Indicate your child assignment and homeroom teacher's name if you know it. Otherwise, ask the secretary or principal the name of the child's first teacher.

A4 Never under any circumstances should you argue with personnel in the school. In the event of any difficulties, politely ask to use the telephone and call the PRIME Regional Office in Austin (call person-to-person, collect--if not accepted, leave your name and the number you are calling from. You will receive a call within 5 or 10 minutes.)

A5a: Introduce yourself to the teacher as a coder for Project PRIME. Do not discuss the study with the teacher unless absolutely necessary. If necessary, assure the teacher that your coding will in no way reflect on her teaching skills and that all materials collected will maintain the anonimity of both the children and the teacher. If a teacher asks to see what you are coding, you may show her an unfilled booklet and explain what you're doing.
A5b: Some Special Education Directors may have alternative methods for introducing you to the children. Follow the procedures of the Director in that case.
A5c: Some teachers like to introduce visitors to the class. If a teacher wishes to do this, have her say, "This is _____. She (he) will be visiting our class for a while and taking notes on what we are doing. She (he) will be busy taking notes so try not to bother her (him)."

A6 Ask the teacher if she can point out to you the child (E or C) whom you will be coding for the day. Immediately note the position of the child and try to associate him with some distinguishing characteristic (e.g., color of clothing, height, weight, physical characteristics.)

A6a: Ask the teacher for the number of children enrolled and note on paper.

A6b: Ask the teacher if the class is a regular or a special class (resource class, Plan A class) and note.

A7 Explain to the teacher that you will be following the child to other classes. Ask her for his daily schedule if he will be leaving the room. Note when he is scheduled to leave, where he is going, and be certain that you can find that location. (Note: In some cases, these schedules may be available through the principal's office--ask about it when you arrive.)

A8 Find a good vantage point to code from, then ask the teacher if you can sit there. Take your position immediately.

A9 Follow these observation rules carefully:

A9a: Complete all data on inside front cover of the coding booklet (Use #2 pencil only).

A9b: In the event of an error, erase thoroughly and then proceed to fill in the correct data.

A9c: After completing Boxes 1, 2, 3, 4 or 5, 6, 8 and 10,
-complete Box #11 (from your note paper)
-count the number of children present in the room and complete #11b
-complete Box #12 (from information obtained from teacher)

A9d: Observe the physical environment of the classroom and complete Box #13.

A9e: Note the number of adults in the classroom and what they are doing--complete Box #14. (Remember, do not count yourself or other Project PRIME observers; however, you do count Project PRIME people who are administering paper and pencil tests.)

A9f: Note classroom displays, centers, etc. and complete #15.

A10 You are now ready to code.

A10a: Try to catch the beginning activities of the day. A good cue is if and when the class is called to order by the teacher or if the teacher interacts with a child or children on any school-related matter (including routine matters, e.g., milk collection, attendance, etc.)

A10b: Log in the time started. (Box #16)

A10c: General Rules

a. Whenever a lesson or activity changes, immediately stop coding, log out time and complete the status data Boxes (#17, 18, 19, 20, 21 and 22).

b. Turn the page quickly, log in (Box #16) and continue to code.

c. Remember to complete all SD data (Boxes 17 through 23) at standard intervals.

A10d: Code all activities no matter what they are. Always complete the status data at the standard intervals.

A11 If your E or C pupil leaves the room to go to another class, be certain to follow him to that class--introduce yourself to the new teacher and proceed as follows:

A11a: Use a completely fresh coding sheet booklet.
A11b: Complete all data on inside front cover as before and proceed to code.

*Remember:

I. Always use a new booklet for a new class and teacher during the day.

II. Always complete inside front cover of booklets before proceeding to code.

III. When using a new booklet in the same room, follow the same directions as for the first booklet--complete all data on inside front cover and proceed to code.

IV. Always start a new page in the booklet when a new activity is started in a classroom.

A12 General Rules for Accompanying Children to Classes.

A12a: When accompanying a child to another room, try to be as unobtrusive as possible. Try to avoid raising the anxiety in the child. If you know exactly where he is going, try to get there before or after he arrives.
A12b: Follow rules for introducing yourself to his teacher (Note: It is obviously not necessary to be introduced to the child.)

*Note: Remember to obtain all information necessary to complete all boxes on inside front cover of new booklet.

A12c: If you arrive at a class with more than one other observer, follow these rules:

a. If two observers are already in the room, DO NOT ATTEMPT TO OBSERVE YOUR CHILD. Ask the teacher, if you don't already know, when and where the child will go next, take a breather and pick him up at the next period. There should not be three or more observers in the room at one time.

Remember: Avoid confusion in front of the teacher AT ALL TIMES.

b. If more than two observers meet at any one class, always select two observers who are observing E children and the others observing C children are to take a breather.

A13 Pacing observations within a class.

You will undoubtedly experience fatigue when required to code for a full day in the same class. Please try to follow these rules carefully.

A13a: Always code between 8:30 and 11:30 a.m. and between 1p.m. and 2:30 p.m. if possible.

A13b: Whenever you're in doubt about when to code, don't hesitate to code, code, code.

Remember: In many, many cases you will have to wait for long periods of time to code on certain observation schedules. It is very important that you continue to look and listen during these intervals and that you remember to complete the status data boxes at the appropriate times.

The status data is as important as the other observation data, so be vigilant even during slow coding or non-coding periods.

A13c: Whenever an activity or lesson changes, remember to complete the status data boxes and start coding a new page. When you complete a booklet, complete all the data on the back and start a new one.

A13d: Whenever the teacher changes or the pupil goes to a new class, change books.

A13e: Whenever you must change booklets for lack of coding space, within a lesson, don't panic. Make certain that you complete all data on the new booklet, complete all the data on the back sheet and start a new one.

Remember: If a booklet is not properly identified, it will have to be discarded--and all your work will "go down the drain."

A14 Processing completed booklets. You must follow these rules very carefully.

A14a: Upon completing a booklet, place it in a safe place (i.e., in an open attache case, on the floor next to your handbag, etc.)

A14b: Never let the completed booklets out of your possession. When leaving the room for any reason, take them with you.

A14c: At the end of the day, place all your completed booklets in the envelope provided and MAIL IT IMMEDIATELY.

A14d: Treat the booklets as you would your own valuables. They represent many hours of your work.

Check List Prior To Leaving Your School At The End Of The Day

Check before leaving:

1. Check that all booklets have proper identification (Boxes 1, 2, etc.).

2. Place all booklets in appropriate envelope and seal them.

3. Go to the principal's office and thank everyone. Tell them (if you know) when you will be back in that school.

4. Report any problems to the Special Education Director and/or the Austin Office of Project PRIME and write them on the Problem Report Sheet.

5. Mail the envelopes.

6. Fill in the appropriate Time Record Sheet.

Observations of a Workshop Trainer

Sunday afternoon, January 30, Nancy Derryberry add I (Anne Briggs) arrived in Waco. We first contacted Jack M. Ross, the Director of Services to the Handicapped at the Education Service Center, Region XII. Jack took us to the Church of the Holy Spirit, the place we would be holding our workshop the coming week. As soon as we walked in, we saw that we had a very good "set up," i.e., location, equipment, and personnel available to answer questions. There were several reasons for our good fortune. First, this was Jack's church; he knew the minister; he showed us the location of the thermostat, restrooms, refrigerator, telephone, etc; he took complete charge of creature comforts, e.g., he was at the church early every morning making coffee for us and he came to clean up every evening after we had gone home. Second, ours was the last week of training--since all the bugs with equipment and materials had been worked out, we had just about everything we needed. Third, Jack's wife had been an ICDS trainee the first week, so he gave us tips about how to treat Waco people and even how to organize snacks!

We had the use of a double Sunday School room with four long tables and 30 chairs. We used two 19 inch monitors to train 23 people. (Ideally we should have had one monitor per 5 trainees--to make the fine visual discrimination required, the trainee needs to be close to the monitor. Nevertheless, we were fortunate to have two monitors.) The training manuals, training booklets, and coding booklets were already at the church. We brought our video tapes with us. Later in the week we made plans to adapt the roleplaying part of the package to the large group. Jack was able to supply us with two additional audio tape recorders and two blank tapes.

We had very little difficulty with the principals of the schools in which our trainees practiced coding. The difficulties we had were easily overcome: no ladies in pants-suits and plenty of prior notification of our presence in the school.

At the end of the week we made arrangements with Jack to return all equipment. Coding booklets stayed in Waco for the observers; I brought a monitor, a tape deck, and boxes of manuals with me back to Austin.

We did have several problems. One, we had too many people to train at once, so we couldn't give them the individual attention they needed. Two, the necessary time limit of one week was too short for many of the trainees, who, having never experienced this kind of training before, felt rushed, frustrated, and defeated.

At the end of the week, however, we were pleased with our group. We felt we had broadened their horizons considerably by our training. They learned different ways to view and therefore evaluate classrooms; they learned about CITH at Indiana University; they learned about PRIME; and most important, they learned something about education in the State of Texas.

Audiovisual Survey of Regional Service Centers

SECTION I--VIDEOTAPE RECORDERS

1. Do you have any Videotape Recorders (VTR)? (Y)____(N)____

   ——————> If NO go to question #9.

2. How many do you have? _____

3. Are they Sonys? (Y)____(N)____

   ——————> If YES go to Section II.

5. What make and model # is/are your unit(s)? _____

6. Is/are your unit(s) compatible with the Sony AV 3600/AV5000 unit? (Y)____(N)____

   ——————> If YES go to Section II.

7. Do you have facilities for dubbing (copying) videotapes so that your equipment may be used? (Y)____(N)____

   ——————> If YES go to Section II.

8. Do you have access to any facilities for dubbing tapes to be compatible with your equipment? (Y)____(N)____

   ——————> If YES, go to Section II.

9. Can you borrow any units? (Y)____(N)____

   ——————> If NO, go to Section II.

9A. What type? _____

SECTION II--AUDIOTAPE RECORDERS

10. Do you have access to over 5 reel-to-reel audiotape recorders (ATR) with a tape speed of 3 3/4 ips? (Y)____(N)____

    ——————> If YES, go to question 15.

11. Do you have any other types of ATRS? (Y)____(N)____

    ——————> If NO, go to question 14.

12. Do you have facilities for dubbing audiotapes so that your equipment may be used? (Y)____(N)____

    ——————→ If YES, go to question 15.

13. Do you have access to any facilities for dubbing audiotapes to be compatible with your equipment? (Y)____(N)____

    ——————→ If NO, go to Section IV.

14. Can you borrow any? (Y)____(N)____

    ——————→ If NO, go to Section IV.

15. Do you have any earphones for each ATR? (Y)____(N)____

    ——————→ If YES, go to Section IV.

16. Can you borrow any? (Y)____(N)____

SECTION III--SERVICE

17. Do you have VTR and ATR service locally? (i.e., schools, shop, etc.) (Y)____(N)____

    ——————→ If NO, go to question 21.

18. Do you have fast service available? (Y)____(N)____

19. Do you have the possibility of a back-up VTR and ATR unit(s)? (Y)____(N)____

    ——————→ If NO, go to question 21.

20. How many back-up units?

    VIDEO:_____ AUDIO:_____

21. Do you have any video and audio splicing tape equipment? (Y)____(N)____

    ——————→ If NO, go to question 23.

22. Which equipment do you have?

23. Do you know how to perform local maintenance (i.e clean tape heads)/ (Y)____(N)____

SECTION IV--GENERAL

Comments: _____

_____

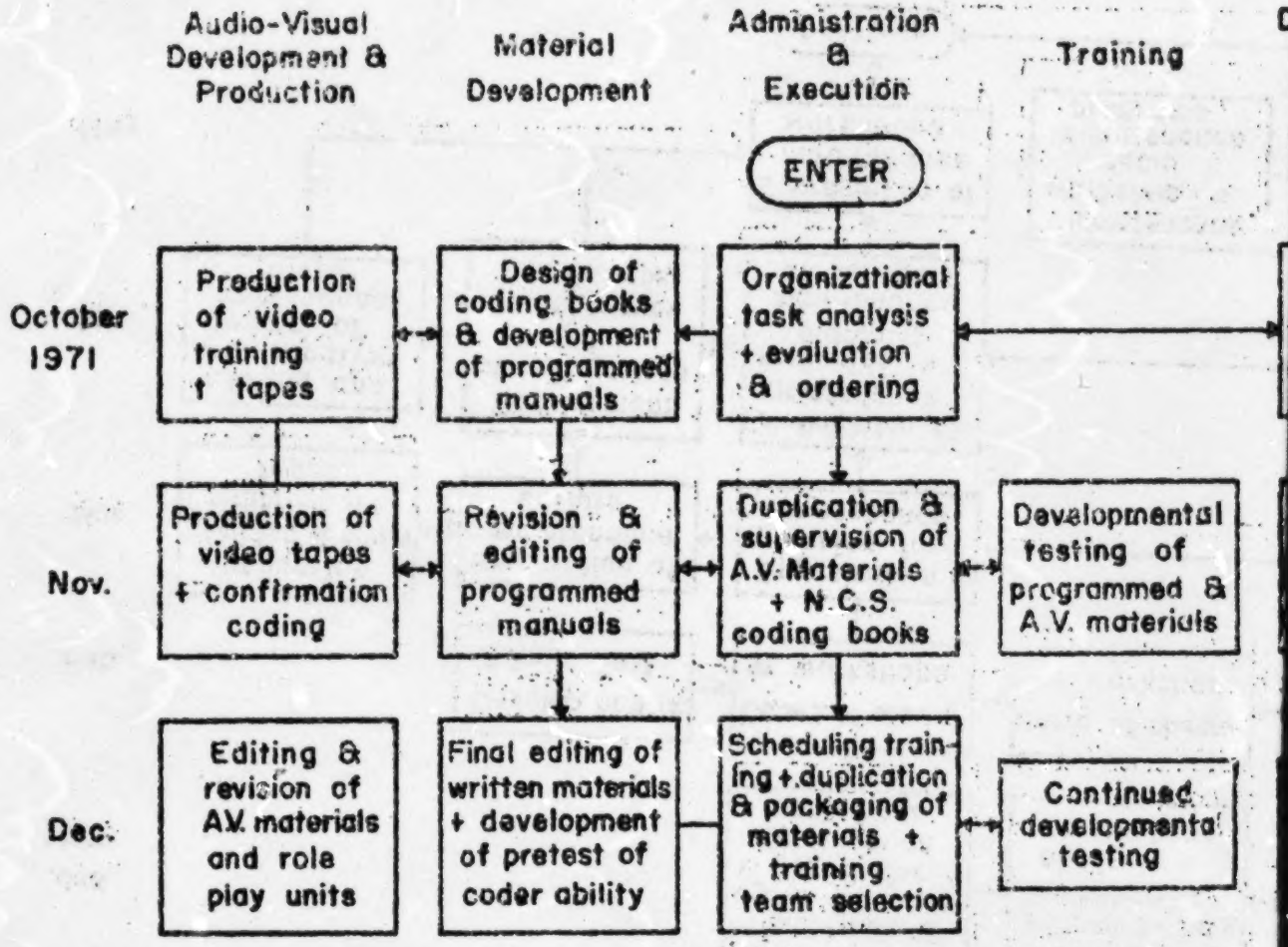
_____

_____

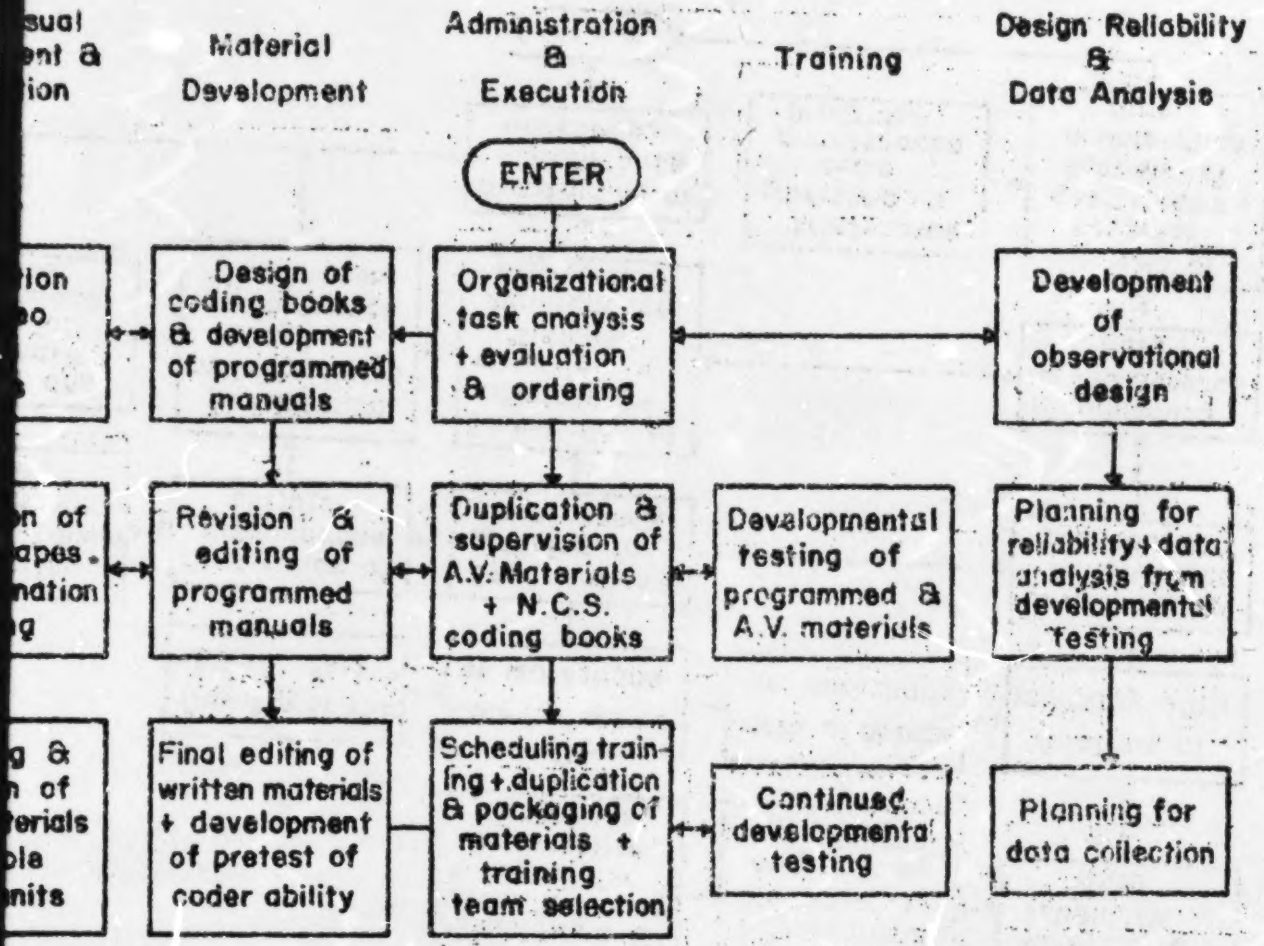
EQUIPMENT:

SPACE:

CLASSROOMS:


Audio-Visual Development & Production
Material Development
Administration & Execution
Training
ENTER
October 1971
Production of video training t tapes
Design of coding books & development of programmed manuals
Organizational task analysis + evaluation & ordering
Nov.
Production of video tapes + confirmation coding
Revision & editing of programmed manuals
Duplication & supervision of A.V. Materials + N.C.S. coding books
Developmental testing of programmed & A.V. materials
Dec.
Editing & revision of A.V. materials and role play units
Final editing of written materials + development of pretest of coder ability
Scheduling training + duplication & packaging of materials + training team selection
Continued developmental testing

Systems Flowchart for CITH Activities in Project PRIME



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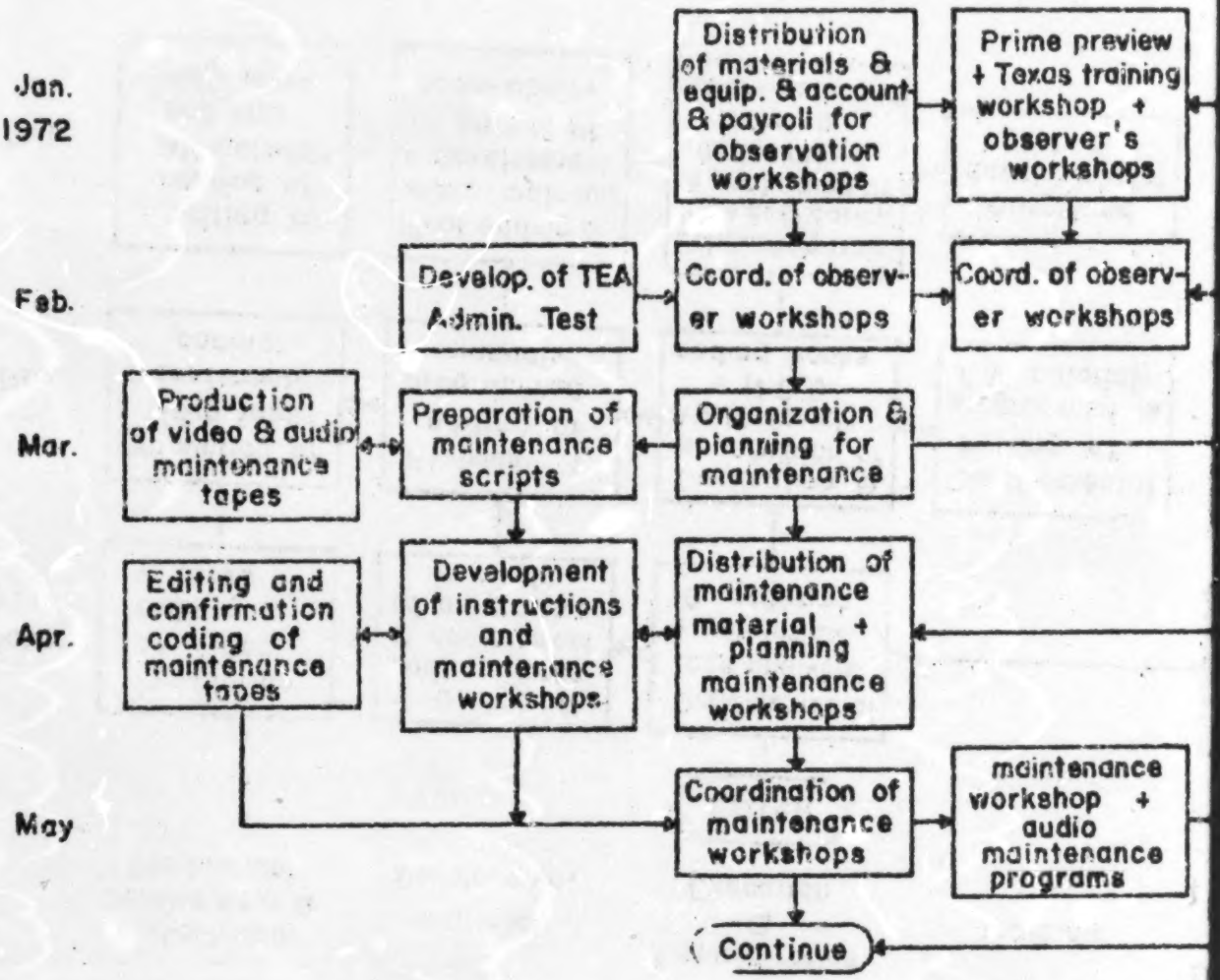
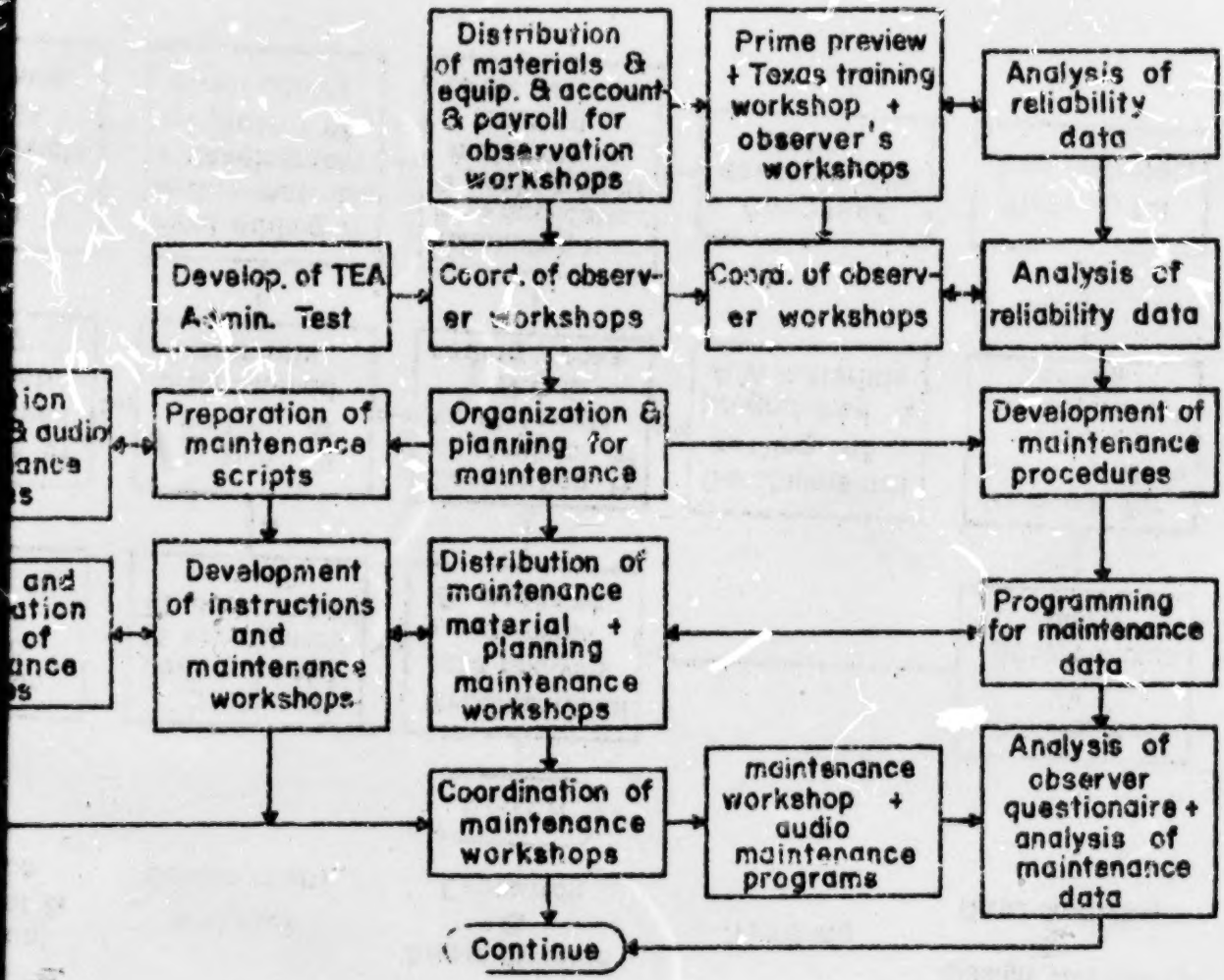

Jan.
1972
Feb.
Mar.
Apr.
May
Distribution of materials & equip. & account & payroll for observation workshops
Prime preview + Texas training workshop + observer's workshops
Develop. of TEA Admin. Test
Coord. of observer workshops
Coord. of observer workshops
Production of video & audio maintenance tapes
Preparation of maintenance scripts
Organization & planning for maintenance
Editing and confirmation coding of maintenance tapes
Development of instructions and maintenance workshops
Distribution of maintenance material + planning maintenance workshops
Coordination of maintenance workshops
maintenance workshop + audio maintenance programs
Continue

Systems Flowchart for CITH Activities in Project PRIME (continued)


Distribution of materials & equip. & account & payroll for observation workshops
Prime preview + Texas training workshop + observer's workshops
Analysis of reliability data
Develop. of TEA Admin. Test
Coord. of observer workshops
Coord. of observer workshops
Analysis of reliability data
ion & audio ance s
Preparation of maintenance scripts
Organization & planning for maintenance
Development of maintenance procedures
and ation of ance s
Development of instructions and maintenance workshops
Distribution of maintenance material + planning maintenance workshops
Programming for maintenance data
Coordination of maintenance workshops
maintenance workshop + audio maintenance programs
Analysis of observer questionaire + analysis of maintenance data
Continue

art for CITH Activities in Project PRIME (continued)